Lesson-2: All About Birds

Theme 2: What Is Nature?

12 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Blackboard, Posters

Animation, Animated Activities, Concept Map, Diagram, Dictionary, eBook, I Explain, Quiz, Slideshow, Video

Affirming better: I am unique and special like every bird.

Curricular Goals and Objectives (NCF)

To enable the students:

- to observe and describe the physical features, movements, and behaviours of birds in the local environment.
- to understand bird flight mechanics, nesting habits, and the role of food, water, and environmental conditions in their survival.
- to explore the diversity of bird adaptations, including beaks, feet, feathers, and migratory patterns, while fostering empathy and care for animals.
- to apply interdisciplinary knowledge from English, Mathematics, and Social Studies to solve bird-related problems.
- to engage in hands-on projects and experiments on birds and to develop critical thinking and inquiry-based learning.

Methodology

Period 1

SHOULD DO — 5 MIN.

Teacher: Good morning students. How are you all today?

Teacher: Great. Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation.

Teacher: Sit comfortably in your chair, with your back straight and feet flat on the ground. Close your eyes gently and take a deep breath through your nose. Hold it for a moment, then slowly breathe out through your mouth.

Let us do these three more times. Breathe in... and breathe out. As you breathe, imagine your mind becoming clear and ready to learn.

Open your eyes and smile at your friends. Let us start our day with positive energy.

Teacher: Before we start the class, let us all say together, 'I am unique and special like every bird.' Repeat after me: 'I am unique and special like every bird.'

Teacher: Alright. Today, we are going to begin a new chapter 'All About Birds.' We use a KWL chart to help us organize our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

Teacher: Let us start by filling out the 'K' and 'L' columns. Take a few minutes to think and write. If you have any questions, feel free to ask.

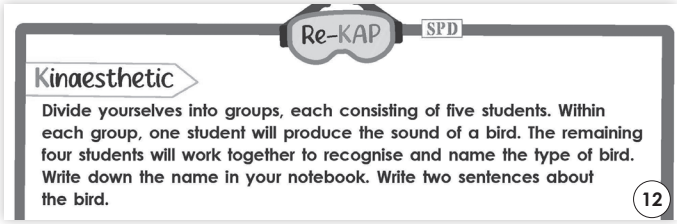
Teacher: Before we dive into the chapter, let us do a quick Re-KAP. Does anyone know what Re-KAP means?

Teacher: Yes, that is right. Re-KAP is where we revisit our previous knowledge through creative, multi-sensory activities. We will use Kinaesthetic, Auditory and Pictorial activities to make our learning engaging and interactive. Let us start with a kinaesthetic activity to get us ready for the new topic.

Kinaesthetic

MUST DO — 15 MIN.

Teacher: Let us start a fun kinaesthetic activity. We will explore the fascinating world of birds through some fun activities. Let us start by dividing into groups. Each group will have five members. One of you will produce the sound of a bird. What do you think the others in your group will do?

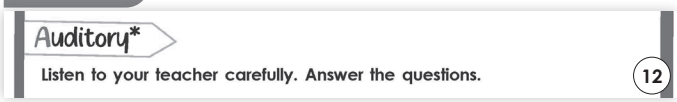


Teacher: That is right. The remaining four members will work together to recognise and name the bird. Once your group agrees on the name, write it in your notebook. Then, write two sentences about that bird. Are you ready to get started?

(Give time to the students to perform the activity.)

Teacher: Fantastic work, everyone.

Auditory



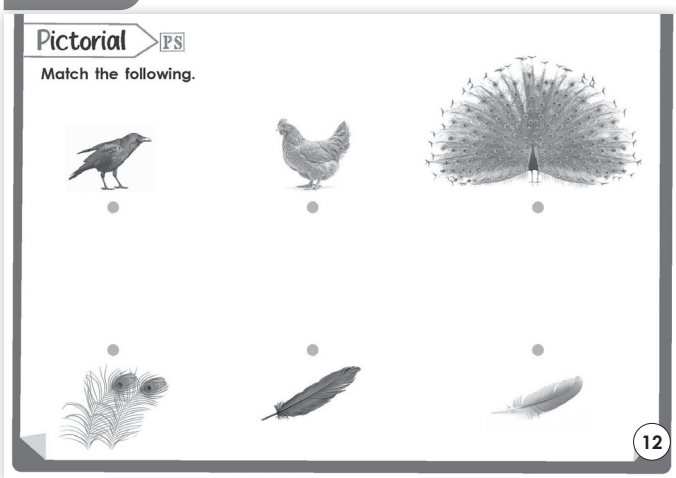
Teacher: Let us move into auditory activity. I am going to talk about birds. Listen to me carefully and answer the questions. I saw a bird, one little bird. It is the national bird of India; the feathers are green. I saw a bird, one little bird. It flew to my balcony; its beak was brown.

MUST DO
10 MIN.

1. Name the bird whose feathers are green.
2. What is the colour of the other bird's beak?

(Accept and appreciate all relevant responses. And discuss the correct answer with the class.)

Pictorial



Teacher: Let us do a fun pictorial activity. Look at these pictures. Can you match the birds with their feathers? Take your time and think about the colours and shapes of the feathers. Once you match them, raise your hand to share your answers.

MUST DO
10 MIN.

Teacher: Fantastic effort, everyone. You have done a great job exploring birds today. Let us keep learning and observing these amazing creatures in nature.

(Discuss the correct answer with the class.)

Differentiated Activities

110 km/hr

What is the process called where birds use their beaks to clean and arrange their feathers?

80 km/hr

Name a type of bird that has a brightly coloured tail and is known for dancing.

40 km/hr

What is the common feather colour of a crow?

Home Task

Observe a bird in your surroundings for two days. Note down its features, such as its colour, type of beak, size, and movements. Write two to three sentences about what you observed and how it interacts with its environment.

Period 2

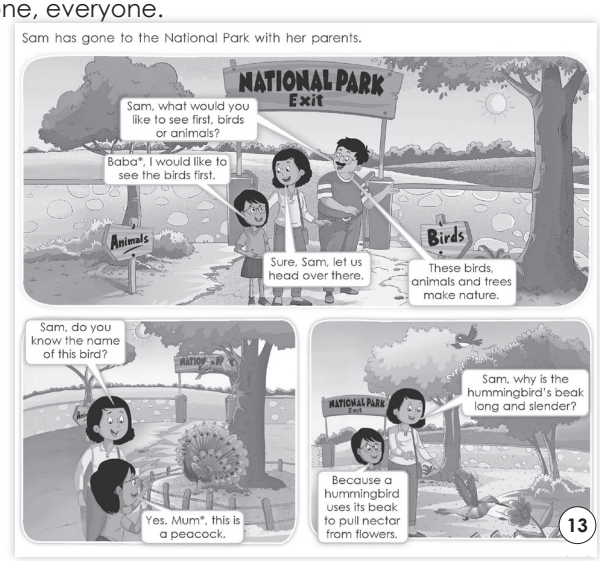
MUST DO
10 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Today, we will start with an 'Interacting better' activity. We know that the tiger is the national animal of India. Now, I want you to discuss with your partner about the national bird of India.

Teacher: Great. Now, talk about its characteristics with your partner. Think about its appearance, behaviour, and any interesting facts you know.

Teacher: Excellent. You all have wonderful observations. Remember, learning about our national animal helps us appreciate the beauty and diversity of our country. Well done, everyone.



Teacher: Open your Main Course Book to page 13 with a story about Sam visiting a national park with her parents. As you read the story, think about the different birds and their characteristics. I want you to pay attention to how Sam interacts with the animals. Let us begin.

MUST DO
30 MIN.

(Give students time to read the story.)

Teacher: Sam is heading to the park with her family. Can anyone guess what Sam wants to see first, birds or animals?

Teacher: Excellent. Sam is excited to see the birds first. Now, let us think about why birds, animals, and trees are so important in nature. Who can share their thoughts on how these three things make nature complete?

Teacher: Now, in the story, Sam sees a bird with colourful feathers. What bird do you think it could be?

Teacher: That is correct. It is a peacock. Why do you think the peacock is such a special bird for India?

Teacher: Great ideas. The peacock is India's national bird, known for its beauty and vibrant feathers. Now, let us look at another interesting bird, the hummingbird. Sam is curious about why its beak is long and slender. What do you think, why does the hummingbird need such a beak?

Teacher: Yes, that is right. The hummingbird uses its long, slender beak to pull nectar from flowers. How do you think this helps the bird and the flowers?

Teacher: Well done, everyone. You have done a fantastic job exploring these birds. Keep thinking about how each bird is unique and plays a role in the environment.

Teacher: Let us take a moment to look at the poster on the wall.

(Please display and discuss the posters prominently in the classroom to reinforce the learning about animal reproduction. Encourage students to observe the posters and discuss the different types of animal reproduction.)

Teacher: Great observation everyone.

You may show the **Dictionary** on the digital platform.

Differentiated Activities

110km/hr

What is the primary role of a hummingbird's long beak in nature?

80 km/hr

What is the name of the national bird of India?

40 km/hr

What is the colour of a peacock's feathers?

Home Task

Write a short paragraph (5-6 sentences) about the national bird of India. Include its name, appearance, interesting facts, and why it was chosen as the national bird. Be sure to use details from what we discussed in class.

Period 3

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Before we begin today's lesson, let us warm up with some bird sounds. I will name a bird, and you will mimic its sound.

If I say 'Crow,' caw like a crow.

If I say 'Owl,' hoot like an owl.

If I say 'Duck,' quack like a duck.

If I say 'Pigeon,' coo like a pigeon.

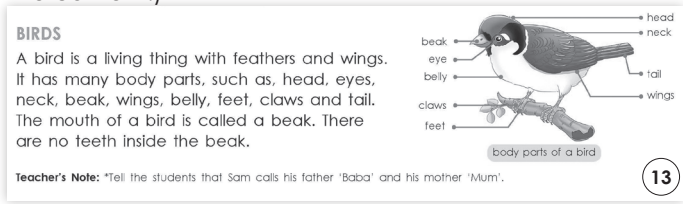
(Use this activity to warm up the students for the lesson. Call out birds in random order to keep the students interested and enthusiastic.)

Teacher: Great effort, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

MUST DO
15 MIN.

Teacher: Today, we will learn more about birds and their unique features. Let us start by talking about the body parts of a bird.

(The teacher will read the last paragraph of page 13 and the first to fifth paragraphs of page 14 aloud and provide explanations to ensure that the students understand the content.)



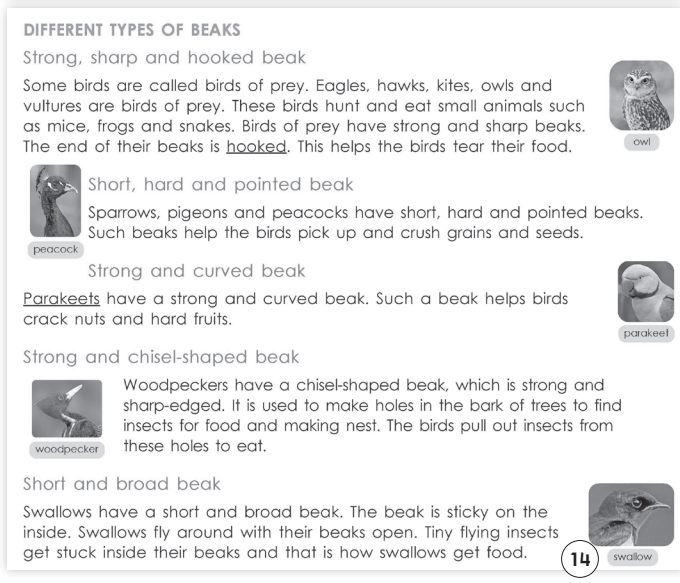
BIRDS

A bird is a living thing with feathers and wings. It has many body parts, such as, head, eyes, neck, beak, wings, belly, feet, claws and tail. The mouth of a bird is called a beak. There are no teeth inside the beak.

body parts of a bird

Teacher's Note: *Tell the students that Sam calls his father 'Baba' and his mother 'Mum'.

13



DIFFERENT TYPES OF BEAKS

Strong, sharp and hooked beak

Some birds are called birds of prey. Eagles, hawks, kites, owls and vultures are birds of prey. These birds hunt and eat small animals such as mice, frogs and snakes. Birds of prey have strong and sharp beaks. The end of their beaks is hooked. This helps the birds tear their food.

owl

Short, hard and pointed beak

peacock

Sparrows, pigeons and peacocks have short, hard and pointed beaks. Such beaks help the birds pick up and crush grains and seeds.

Strong and curved beak

Parakeets have a strong and curved beak. Such a beak helps birds crack nuts and hard fruits.

parakeet

Strong and chisel-shaped beak

woodpecker

Woodpeckers have a chisel-shaped beak, which is strong and sharp-edged. It is used to make holes in the bark of trees to find insects for food and making nest. The birds pull out insects from these holes to eat.

Short and broad beak

Swallows have a short and broad beak. The beak is sticky on the inside. Swallows fly around with their beaks open. Tiny flying insects get stuck inside their beaks and that is how swallows get food.

swallow

14

Discovering better

Explain the terms mentioned in the 'Discovering better' activity on page 14 of the Main Course Book.

Discovering better

hooked: here, curved or bent

parakeets: small parrots with green feathers and a long tail

slender: here, small in size

LAD

14

Teacher: Can anyone name some of the body parts of a bird?

Teacher: Excellent. We have the head, eyes, beak, wings, tail, and even claws. Can anyone guess what the mouth of a bird is called?

Teacher: That is right. The mouth is called the beak. What do you think is special about a bird's beak? Why don't birds have teeth?

Teacher: Exactly. Birds do not have teeth, so they use their beaks to catch, crush, or tear their food. Now, let us talk about the different types of beaks that birds have. Can anyone guess what kind of beak a bird of prey, like an eagle or an owl, might have?

Teacher: Yes, that is correct. Birds of prey have strong, sharp, and hooked beaks. The hook helps them tear their food, like mice and snakes. Can anyone think of other birds that might have hooked beaks?

MUST DO 10 MIN.

Teacher: Wonderful ideas.

Teacher: Now, let us move on to another type of beak. What kind of beak do you think a parrot has?

Teacher: Yes, a parrot has a strong and curved beak. This shape helps it crack nuts and hard fruits. What other birds do you think might have a similar type of beak?

Teacher: Great thinking. Now, what about woodpeckers? What type of beak do you think they have?

Teacher: Correct. Woodpeckers have a chisel-shaped beak. This special beak helps them make holes in trees to find insects or make nests. Can anyone think of why this beak shape is helpful for them?

Teacher: Exactly. The sharp edges of their beaks help them create holes in the bark of trees.

Teacher: Lastly, let us talk about swallows. What type of beak do they have?

MUST DO 10 MIN.

Teacher: That is right. Swallows have short and broad beaks. This helps them catch tiny insects while flying. Can anyone explain how this shape might help them catch insects?

Teacher: Excellent work, everyone. You have done a fantastic job learning about the different types of beaks and how they help birds survive. Keep thinking about how each bird uses its beak in various ways.

You may show the **Animation** on the digital platform.

Differentiated Activities

110km/hr

Why do birds of prey have hooked beaks?

80 km/hr

What type of beak does a parrot have?

40 km/hr

What do woodpeckers use their beaks for?

Home Task

Write a paragraph (5-6 sentences) about a bird of your choice. Include its beak type, how it helps the bird survive, and other interesting facts about the bird's physical features. You can choose a bird you have seen before or learn about one that interests you.

Period 4

SHOULD DO 05 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Let us start with a fun game called 'What Am I?' I will describe something, and you will guess what it is.

Teacher: 'I have colourful feathers and I am known for dancing. What am I?' (Peacock)

Teacher: 'I can fly at great heights, I have a hooked beak, and I am a bird of prey. What am I?' (Eagle)

Teacher: 'I am small, and I hum as I fly from flower to flower. What am I?' (Hummingbird)

Teacher: 'I have a long, slender beak and I can hover in one spot. What am I?' (Hummingbird)

(Use this activity to warm up the students for the lesson. Call out bird-related clues in random order to keep the students engaged and enthusiastic.)

Teacher: Great. Let us give ourselves a big applause for all the energy you brought to the class.

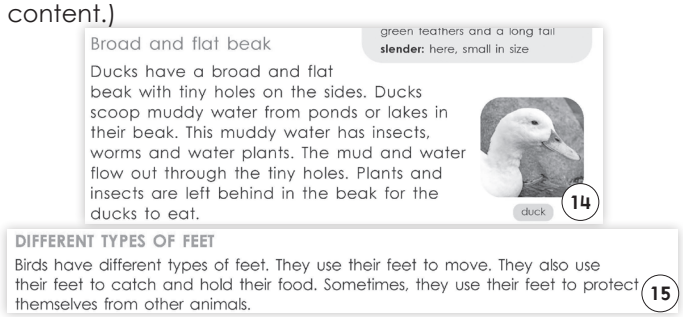
(Use this activity to warm up the students for the lesson. Call out living things in random order to keep the students interested and enthusiastic.)

Teacher: Great. Let us give ourselves a big applause for all the energy you brought to the class.

Teacher: Today, we will continue learning about birds and their unique features.

MUST DO 15 MIN.

(The teacher will read the last two paragraphs of page 14 and the first three paragraphs of page 15 aloud and provide explanations to ensure that the students understand the content.)


green feathers and a long tail
slender: here, small in size

Broad and flat beak

Ducks have a broad and flat beak with tiny holes on the sides. Ducks scoop muddy water from ponds or lakes in their beak. This muddy water has insects, worms and water plants. The mud and water flow out through the tiny holes. Plants and insects are left behind in the beak for the ducks to eat.

duck 14

DIFFERENT TYPES OF FEET

Birds have different types of feet. They use their feet to move. They also use their feet to catch and hold their food. Sometimes, they use their feet to protect themselves from other animals. 15

Teacher: Let us begin with hummingbirds. Can anyone describe what their beak looks like and why it is special?

Teacher: Excellent. Hummingbirds have a long and slender beak that helps them suck nectar from flowers. This beak shape allows them to reach deep into flowers, aiding in pollination. Can anyone describe the shape of a duck's beak?

Teacher: That is right. Ducks have a broad and flat beak with tiny holes on the sides. Why do you think the duck's beak is designed this way?

Teacher: Excellent. Ducks use their broad and flat beaks to scoop up muddy water from ponds or lakes. The water contains insects, worms, and water plants, which the ducks eat. Can anyone think of another bird that might have a similar beak?

MUST DO
10 MIN.

Teacher: Wonderful observations.

Teacher: Now, let us talk about the different types of feet birds have. Why do you think birds need different types of feet?

Teacher: Exactly. Birds use their feet to move, catch food, and sometimes even protect themselves. Let us start with perching feet. Can anyone tell me what kind of feet sparrows, mynahs, and crows have?

Teacher: Yes, that is right. These birds have three toes in front and one at the back, which helps them hold onto branches. Why do you think this foot structure is helpful for them?

Teacher: Great thinking. This type of foot structure helps them maintain a firm grip while resting or sleeping. Now, let us move on to scratching feet. Who can tell me what type of feet hens have?

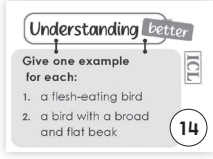
Teacher: Correct. Hens have strong feet with three toes in front and one at the back. What do you think these feet are used for?

Teacher: Excellent. These feet help hens scratch the ground to dig up insects and buried seeds.

Understanding better

MUST DO
10 MIN.

Teacher: Let us do an 'Understanding better' activity mentioned at the bottom of page 14 in your Main Course Book. You have to answer two simple questions with just one example each. Let us begin.


Understanding better
Give one example for each:
1. a flesh-eating bird
2. a bird with a broad and flat beak
14

Teacher: Can anyone give me an example of a flesh-eating bird?

Teacher: That is right. A vulture is an example of a flesh-eating bird. Can anyone give me an example of a bird that has a broad and flat beak?

Teacher: Excellent. A duck has a broad and flat beak.

Teacher: Well done. You all have done a great job identifying these birds.

Differentiated Activities

110 km/hr

Why do birds of prey have hooked beaks?

80 km/hr

What type of feet do sparrows and crows have?

40 km/hr

What do hens use their feet for?

Home Task

Describe a bird of your choice its beak and feet. Write a short paragraph (4-5 sentences) explaining how the bird uses its beak and feet to survive. Include any interesting facts about the bird you found during your research.

Period 5

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Let us start with a fun game called 'Birdwatchers'. Imagine we are all birdwatchers today! I will name a bird, and you will act like it.

Teacher: If I say 'Peacock,' spread your arms out like a beautiful tail and strut proudly.

Teacher: If I say 'Eagle,' stretch your arms wide and glide through the air like a powerful bird.

Teacher: If I say 'Hummingbird,' flap your arms quickly and hover in place like you are sipping nectar.

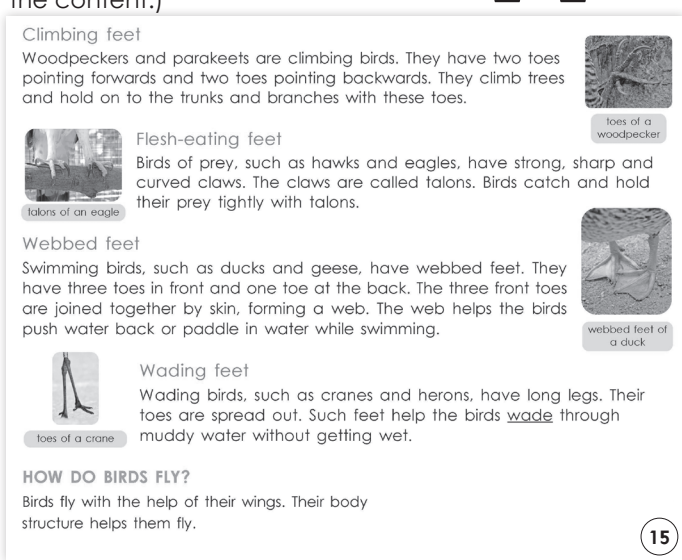
(Use this activity to warm up the students for the lesson. Call out birds in random order to keep the students focused and engaged.)

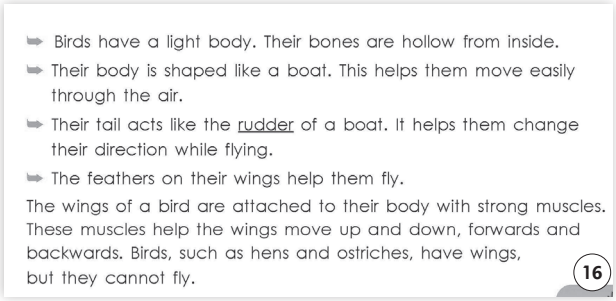
Teacher: Great! Let us give ourselves a big applause for all the energy you brought to the class today.

Teacher: Today, we will continue learning about birds, focusing on their feet and how they help them survive.

(The teacher will read the last five paragraphs of page 15 and the first paragraph of page 16 aloud and provide explanations to ensure that the students understand the content.)

MUST DO
25 MIN.


Climbing feet
Woodpeckers and parakeets are climbing birds. They have two toes pointing forwards and two toes pointing backwards. They climb trees and hold on to the trunks and branches with these toes.
toes of a woodpecker
talons of an eagle
Flesh-eating feet
Birds of prey, such as hawks and eagles, have strong, sharp and curved claws. The claws are called talons. Birds catch and hold their prey tightly with talons.
Webbed feet
Swimming birds, such as ducks and geese, have webbed feet. They have three toes in front and one toe at the back. The three front toes are joined together by skin, forming a web. The web helps the birds push water back or paddle in water while swimming.
webbed feet of a duck
toes of a crane
Wading feet
Wading birds, such as cranes and herons, have long legs. Their toes are spread out. Such feet help the birds wade through muddy water without getting wet.
HOW DO BIRDS FLY?
Birds fly with the help of their wings. Their body structure helps them fly.
15


- Birds have a light body. Their bones are hollow from inside.
- Their body is shaped like a boat. This helps them move easily through the air.
- Their tail acts like the rudder of a boat. It helps them change their direction while flying.
- The feathers on their wings help them fly.

The wings of a bird are attached to their body with strong muscles. These muscles help the wings move up and down, forwards and backwards. Birds, such as hens and ostriches, have wings, but they cannot fly.

16

Discovering better

Explain the terms mentioned in the 'Discovering better' activity on pages 15 and 16 of the Main Course Book.)

Teacher: Let us start by talking about climbing feet. Can anyone tell me which birds have climbing feet?

Teacher: Yes, that is right. Woodpeckers and parakeets have climbing feet. They have two toes pointing forward and two pointing backwards. Why do you think these birds need this special type of foot?

Teacher: Exactly. These feet help them climb trees and hold onto the trunks and branches. Now, let us talk about birds of prey, like hawks and eagles. What kind of feet do you think they have?

Teacher: Great. Birds of prey have flesh-eating feet with strong, curved claws called talons. What do you think these talons help the birds do?

Teacher: Exactly. Talons help birds catch and hold onto their prey tightly. Now, let us move on to swimming birds. What type of feet do you think ducks and geese have?

Teacher: Correct. Ducks and geese have webbed feet. Can anyone explain why their feet are webbed and how it helps them?

Teacher: Excellent. The webbed feet help them paddle through water. The toes are joined together by skin, forming a web that helps push the water back. Now, let us talk about wading birds, like cranes and herons. What do you think their feet are like?

Teacher: That is right. Wading birds have long legs and their toes are spread out. How do you think these feet help them?

Teacher: Exactly. These feet help the birds wade through muddy water without getting their bodies wet. Now, let us talk about how birds fly. Can anyone explain how birds use their wings to fly?

Teacher: Great. Birds have a light body with hollow bones. Their wings are attached to their body with strong muscles, which help them move up and down, forwards and backwards. What part of the bird helps it change direction while flying?

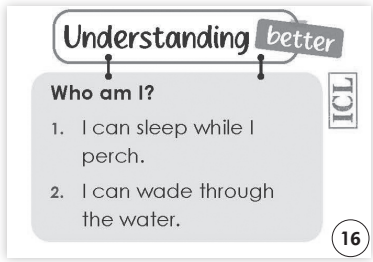
Teacher: That is right. The tail acts like the rudder of a boat, helping the bird change direction. Even though some birds, like hens and ostriches, have wings, they cannot fly. Why do you think that is?

Teacher: Well done, everyone. You have done a fantastic job learning about how birds use their feet and wings to survive in different environments. Keep observing birds and thinking about how their body parts help them.

Understanding better

Teacher: Let us do an 'Understanding better' activity mentioned at the top of page 15 in your Main Course Book.

I will give you some clues, and you need to guess the bird. Ready?



Teacher: Here is the first clue: 'I can sleep while I perch.' Can anyone guess which bird this might be?

Teacher: Excellent. You are right. A sparrow, mynah, or crow can sleep while perched on a branch, thanks to their special feet that help them grip tightly. Now, let us try the next one.

Teacher: 'I can wade through the water.' Who do you think this bird might be?

Teacher: Great job. A crane or a heron has wading feet that help them walk through muddy water without getting wet. They have long legs and spread-out toes that help them move easily.

Teacher: Well done, everyone. You did a fantastic job guessing the birds.

Differentiated Activities

110 km/hr

What is the purpose of talons in birds of prey?

80 km/hr

What type of feet do ducks and geese have?

40 km/hr

What is the name of the bird that can sleep while perched?

Home Task

Describe a bird that uses its feet in an interesting way to help it survive in its environment. Write a short paragraph (5-6 sentences) describing the bird, the type of feet it has, and how these feet help it. Include any fun facts you might discover.

Period 6

SHOULD DO — 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Let us start with a fun warm-up activity called 'Bird Detective.' I will describe a bird, and you will guess which bird it is.

Teacher: 'I can dive into the water and catch fish with my sharp beak. What am I?' (Kingfisher)

Teacher: 'I have a long neck, and long legs, and I stand in shallow waters. What am I?' (Flamingo)

Teacher: 'I can fly at great heights and have keen eyesight. What am I?' (Eagle)

Teacher: 'I have a bright red breast and am often found in gardens. What am I?' (Robin)

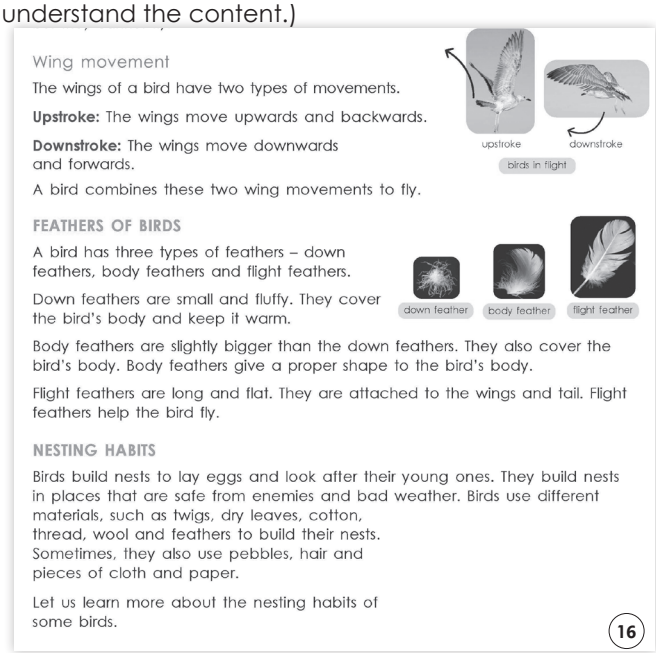
(Use this activity to keep the students engaged and focused. Continue asking new bird-related questions to maintain enthusiasm.)

Teacher: Great. Let us give ourselves a big applause for all the energy you brought to the class today.

MUST DO — 20 MIN.

Teacher: Today, we will learn about the fascinating world of birds, focusing on their wing movements, feathers, and nesting habits. Let us begin with how birds use their wings to fly.

(The teacher will read the last three paragraphs of page 16 and the first two paragraphs of page 17 aloud and provide explanations to ensure that the students understand the content.)



Wing movement

The wings of a bird have two types of movements.

Upstroke: The wings move upwards and backwards.

Downstroke: The wings move downwards and forwards.

A bird combines these two wing movements to fly.

upstroke downstroke

birds in flight

FEATHERS OF BIRDS

A bird has three types of feathers – down feathers, body feathers and flight feathers.

Down feathers are small and fluffy. They cover the bird's body and keep it warm.

down feather body feather flight feather

Body feathers are slightly bigger than the down feathers. They also cover the bird's body. Body feathers give a proper shape to the bird's body.

Flight feathers are long and flat. They are attached to the wings and tail. Flight feathers help the bird fly.

NESTING HABITS

Birds build nests to lay eggs and look after their young ones. They build nests in places that are safe from enemies and bad weather. Birds use different materials, such as twigs, dry leaves, cotton, thread, wool and feathers to build their nests. Sometimes, they also use pebbles, hair and pieces of cloth and paper.

Let us learn more about the nesting habits of some birds.

16

Eagles and Vultures

Eagles and vultures make nests by putting together a few sticks in the shape of a shallow cup. They generally build their nests on the top of trees.

nest of an eagle

nest of a woodpecker

Woodpeckers

A woodpecker uses its beak to make a big hole in the trunk of trees. It lines the hole with chips of wood to make the nest cosy.

17

Teacher: Can anyone explain what happens when a bird flaps its wings?

Teacher: That is right. Birds have two types of wing movements—upstroke and downstroke. Can anyone guess what happens during the upstroke?

Teacher: Excellent. During the upstroke, the wings move upward and backwards. Now, what do you think happens during the downstroke?

Teacher: Correct. During the downstroke, the wings move downward and forward. When birds combine both movements, it helps them fly. Can anyone explain why birds need both types of movements?

Teacher: Wonderful. The upstroke and downstroke together create the force needed to keep birds flying. Now, let us talk about the feathers of birds. How many types of feathers do you think birds have?

Teacher: Excellent. Birds have three types of feathers: down feathers, body feathers, and flight feathers. Can anyone tell me what down feathers are used for?

Teacher: That is right. Down feathers are small and fluffy. They cover the bird's body and help keep it warm. What about body feathers? What do you think they do?

Teacher: Exactly. Body feathers are slightly bigger than down feathers. They also help keep the bird warm and protect its body. Now, what do you think flight feathers are used for?

Teacher: Correct. Flight feathers are long and flat. They are attached to the wings and tail and help the bird fly. Can anyone think of how these feathers might be different from the others?

Teacher: Great thinking. Flight feathers are designed specifically to help birds control their movement while flying.

MUST DO — 15 MIN.

Teacher: Now, let us move on to nesting habits. Can anyone tell me why birds build nests?

Teacher: Yes, that is right. Birds build nests to lay eggs and look after their young ones. They also build nests in places that are safe from enemies and bad weather. Can anyone think of what materials birds might use to build their nests?

Teacher: Excellent. Birds use twigs, dry leaves, cotton, thread, wool, and even feathers. Can anyone think of any other materials they might use?

Teacher: Fantastic. Some birds even use pebbles, hair, and pieces of cloth and paper. Now, let us think about different birds and how they build their nests. Can anyone tell me how eagles and vultures build their nests?

Teacher: Great. Eagles and vultures build their nests using sticks in the shape of a shallow cup. They usually build their nests on the tops of trees. Now, what about woodpeckers? How do you think they build their nests?

Teacher: Correct. Woodpeckers use their beaks to make big holes in tree trunks. They line the holes with chips of

wood to make them cosy. Can anyone think of why this is helpful for woodpeckers?

Teacher: Exactly. The chips of wood help keep the nest warm and comfortable for their young. Well done, everyone. You've learned so much about how birds fly, their feathers, and how they build their nests. Keep observing the birds around you and think about how their body parts help them survive.

You may show the **Diagram** and **Video** on the digital platform.

Differentiated Activities

110 km/hr

What is the role of flight feathers in birds' ability to fly?

80 km/hr

What materials do birds use to build their nests?

40 km/hr

What type of feathers help birds stay warm?

Home Task

Write a short paragraph (5-6 sentences) about how birds use their feathers and wings to survive. Include information about the types of feathers and how wing movements help birds fly. Choose one bird and explain how it uses its feathers and wings in flight.

Period 7

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Let us start with a fun warm-up activity called 'Bird Detective.' I will describe a bird, and you will guess which bird it is.

Teacher: 'I am small, I have a bright red breast, and I am often seen in gardens. What am I?' (Robin)

Teacher: 'I have long legs, I wade through the water, and my feathers are often white or grey. What am I?' (Heron)

Teacher: 'I have a curved beak and I can mimic sounds like human speech. What am I?' (Parrot)

Teacher: 'I have webbed feet and I like to swim in ponds and lakes. What am I?' (Duck)

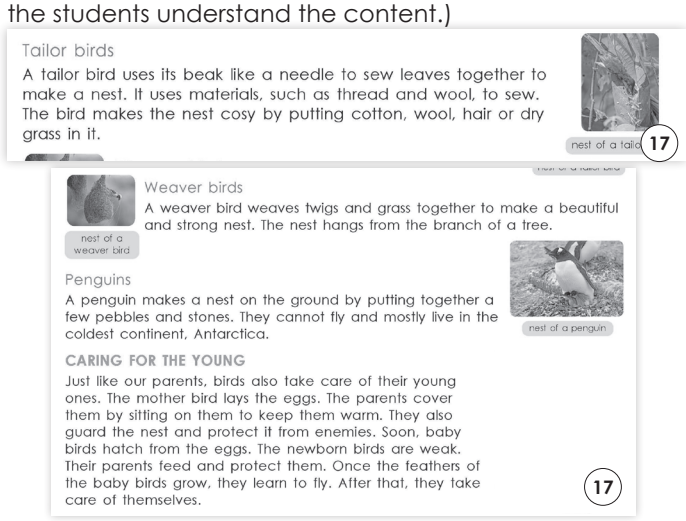
(Keep asking questions in random order to keep the students engaged and focused on the lesson.)

MUST DO 20 MIN.

Teacher: Great! Let us give ourselves a big applause for all the energy you brought to the class today.

Teacher: Today, we will learn about different types of birds and how they build their nests.

(The teacher will read the third to sixth paragraphs of page 17 aloud and provide explanations to ensure that the students understand the content.)



Tailor birds

A tailor bird uses its beak like a needle to sew leaves together to make a nest. It uses materials, such as thread and wool, to sew. The bird makes the nest cosy by putting cotton, wool, hair or dry grass in it.

nest of a tailor bird

17

Weaver birds

A weaver bird weaves twigs and grass together to make a beautiful and strong nest. The nest hangs from the branch of a tree.

nest of a weaver bird

Penguins

A penguin makes a nest on the ground by putting together a few pebbles and stones. They cannot fly and mostly live in the coldest continent, Antarctica.

nest of a penguin

CARING FOR THE YOUNG

Just like our parents, birds also take care of their young ones. The mother bird lays the eggs. The parents cover them by sitting on them to keep them warm. They also guard the nest and protect it from enemies. Soon, baby birds hatch from the eggs. The newborn birds are weak. Their parents feed and protect them. Once the feathers of the baby birds grow, they learn to fly. After that, they take care of themselves.

17

Teacher: Can anyone guess what a tailer bird does with its beak?

Teacher: That is right. A tailer bird uses its beak like a needle to sew leaves together. It makes its nest by using materials like thread, wool, cotton, and dry grass. Why do you think these materials are used to make the nest?

Teacher: Exactly. The materials make the nest cosy and strong, perfect for keeping the eggs safe. Now, let us talk about a different bird. What do you think a weaver bird does to make its nest?

Teacher: Yes, that is correct. A weaver bird weaves twigs and grass together to create a beautiful and strong nest. Can anyone tell me where this nest hangs?

Teacher: Excellent. The nest hangs from the branch of a tree. Now, let us think about penguins. Can anyone guess how a penguin builds its nest?

Teacher: Correct. Penguins build their nests on the ground by putting together pebbles and stones. Why do you think penguins might prefer making their nests on the ground rather than in trees?

Teacher: Great thinking. Penguins cannot fly, so they make their nests on the ground, especially in the coldest places, like Antarctica.

MUST DO 10 MIN.

Teacher: Now, let us talk about how birds take care of their young. Can anyone explain how mother birds take care of their eggs? Now, let us talk about how birds take care of their young. Can anyone explain how mother birds take care of their eggs?

Teacher: Exactly. Just like our parents, mother birds sit on their eggs to keep them warm and safe. What happens after the eggs hatch?

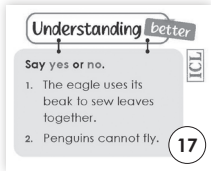
Teacher: That is right. Once the baby birds are born, they are weak, and their parents protect them. As the feathers of the baby birds grow, they learn to fly and take care of themselves.

Teacher: Well done, everyone. You have done a fantastic job learning about how birds build their nests and care for their young.

Understanding better

MUST DO
05 MIN.

Teacher: Let us do a quick activity called 'Understanding Better.' I will make a few statements, and you will tell me if they are true or false. Are you ready?



Teacher: Here is the first statement: 'The eagle uses its beak to sew leaves together.' Is this statement true or false?

Teacher: That is right. This statement is false. Eagles do not use their beaks to sew leaves together. Instead, they use their beaks to catch and tear food. Now, let us move on to the next one.

Teacher: 'Penguins cannot fly.' Is this statement true or false?

Teacher: Excellent. This statement is true. Penguins are flightless birds, and although they have wings, they cannot fly. Instead, they are great swimmers.

Teacher: Well done, everyone.

You may show the **Concept Map** on the digital platform.

Differentiated Activities

110 km/hr

What material does a tailer bird use to make its nest?

80 km/hr

Where does a weaver bird hang its nest?

40 km/hr

What do penguins use to build their nests?

Home Task

Write a short paragraph (5-6 sentences) explaining how different birds build their nests. Include information about the materials they use and the purpose of their nests. Choose one bird (tailer bird, weaver bird, or penguin) and describe how it builds its nest.

Period 8

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Today, we will play an exciting quiz game called 'Bird Quiz Challenge'. I will ask you different types of questions about birds, and you will raise your hand to answer. Let us see how much we remember from our lessons. Are you ready?

MUST DO
35 MIN.

Teacher: What is the national bird of India? (Peacock)

Teacher: Which bird has a flat and broad beak for straining food from water? (Duck)

Teacher: Which bird can mimic human speech? (Parrot)

Teacher: What do down feathers help birds do? (Keep warm)

Teacher: Name a bird that builds its nest on the ground using pebbles and stones. (Penguin)

Teacher: Now, let us move forward with today's lesson.

Teacher: Today, we will explore the world of birds, their migration, and the great person who helped protect them. Let us start with a question: Do any birds migrate to India?

Teacher: That is right. Over 400 species of birds migrate to India every year. Can anyone guess how many species of birds are found in India in total?

Teacher: Excellent. There are around 1,349 species of birds found in India, including both migratory and non-migratory birds. Now, let us think about someone very special who worked to protect these birds. Have you ever heard of Salim Moizuddin Abdul Ali?

Teacher: Yes, Salim Ali was known as the Birdman of India. He was the first Indian to conduct bird surveys across India and wrote many books about birds. Can anyone tell me what an ornithologist is?

Teacher: That is right. An ornithologist is a person who studies birds. Salim Ali was a famous ornithologist, and he worked hard to protect birds and nature. Now, it is joke time. Do you know why birds make good friends?

Teacher: Yes, they are always chirpy. This is why birds are often seen as friendly and energetic creatures. Now, let us talk about what we can do to help our feathered friends. Does anyone have an idea how we can help birds?

Teacher: Excellent. We can feed them grains. In fact, you can visit a nearby park and take some small plates with grains. Place these plates on the ground and help feed the birds. Can anyone think of why feeding birds is important?

Teacher: Great ideas. Feeding birds helps them stay healthy, especially when food is scarce. Let us continue to care for birds and make it a regular habit. Well done, everyone. You have done a wonderful job today learning about birds and how we can help them.

You may show the **Slideshow** on the digital platform.

Differentiated Activities

110 km/hr

Who is known as the Birdman of India?

80 km/hr

What is the name of the sanctuary founded by Salim Ali?

40 km/hr

What is the occupation of someone who studies birds?

Home Task

Write a short paragraph about Salim Moizuddin Abdul Ali and his contributions to the study and protection of birds. Include information about his work as an ornithologist and his dedication to bird conservation.

Period 9

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Great. Let us begin with an exciting question-based activity. I will give you clues, and you have to guess the bird. Ready?

Teacher: I am the national bird of India. I have colourful feathers and love to dance in the rain. What am I? (Peacock)

Teacher: I can swim but cannot fly. My wings help me move underwater. What am I? (Penguin)

Teacher: I have a sharp, hooked beak and powerful talons. I hunt small animals. What am I? (Eagle)

Teacher: I have a chisel-shaped beak and drill holes into trees. What am I? (Woodpecker)

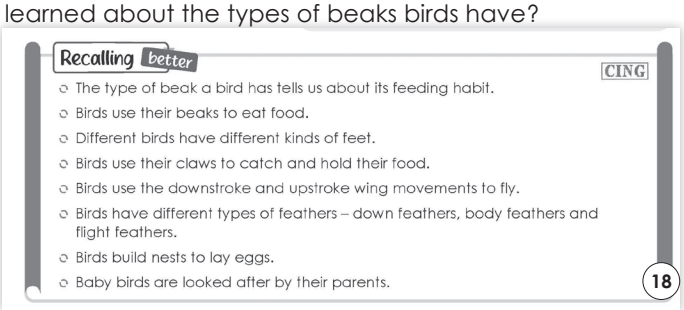
Teacher: I use my beak like a needle to stitch leaves together for my nest. What am I? (Tailor bird)

Teacher: Wonderful. You all did a fantastic job answering these questions. Now, let us begin today's lesson.

Recalling better

MUST DO
20 MIN.

Teacher: Let us review what we have learned about birds and their unique features. Can anyone recall what we learned about the types of beaks birds have?


Recalling better

CING

- The type of beak a bird has tells us about its feeding habit.
- Birds use their beaks to eat food.
- Different birds have different kinds of feet.
- Birds use their claws to catch and hold their food.
- Birds use the downstroke and upstroke wing movements to fly.
- Birds have different types of feathers – down feathers, body feathers and flight feathers.
- Birds build nests to lay eggs.
- Baby birds are looked after by their parents.

18

Teacher: Excellent. The type of beak a bird has tells us a lot about its feeding habits. Can anyone think of a bird with a hooked beak?

Teacher: Correct. Eagles have hooked-shaped beaks. Now, let us move on to their feet. What types of feet do birds use?

Teacher: Yes, birds have different kinds of feet. They use their claws to catch and hold their food. Some birds have webbed feet for swimming, while others have perching feet to rest on branches. Can anyone explain why birds use their claws?

Teacher: Wonderful. Birds use their claws to catch and hold onto their food, like how a hawk uses its talons to grip its prey. Now, let us talk about how birds fly. What do you think helps birds fly?

Teacher: Correct. Birds use their wings to fly. Can anyone tell me what part of the bird helps it change direction while flying?

Teacher: Yes, the tail acts like a rudder, just like on a boat. It helps the bird steer and change direction. Now, what about how birds care for their young? How do baby birds grow?

Teacher: Exactly. Baby birds are looked after by their parents. The mother bird keeps the eggs warm and safe until they hatch. Now, let us do a quick activity to test your knowledge.

Learning better

MUST DO
15 MIN.

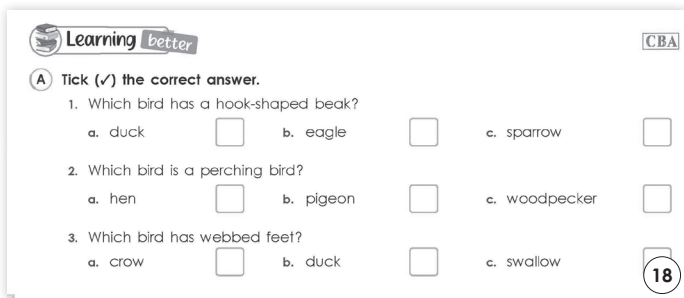
Teacher: Everyone please open page number 18 of your Main Course Book. In Exercise 'A' of 'Learning better' you have to tick the correct answer. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Which bird has a hook-shaped beak?

Teacher: The correct answer is eagle. Well done.

(Similarly complete all five questions)

You may start the **Quiz** on the digital platform.


Learning better

CBA

A Tick (✓) the correct answer.

1. Which bird has a hook-shaped beak?
   a. duck ☐ b. eagle ☐ c. sparrow ☐
2. Which bird is a perching bird?
   a. hen ☐ b. pigeon ☐ c. woodpecker ☐
3. Which bird has webbed feet?
   a. crow ☐ b. duck ☐ c. swallow ☐

18

Differentiated Activities

110 km/hr

What kind of beak does a bird of prey have?

80 km/hr

What is the function of a bird's claws?

40 km/hr

Which bird uses its beak like a needle to sew leaves?

Home Task

Draw and label the body parts of a bird. Identify at least four parts and describe their functions.

Period 10

COULD DO

5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Great. Let us begin with an exciting question-based activity called 'Who Am I?'. I will describe a bird, and you have to guess its name. Let us begin.

Teacher: I am a nocturnal bird with large eyes. I can see in the dark and hunt at night. Who am I? (Owl)

Teacher: I have long legs and wade through water. My feathers are pink because of the food I eat. Who am I? (Flamingo)

Teacher: I have a long and slender beak to suck nectar from flowers. My wings flap so fast that they make a humming sound. Who am I? (Hummingbird)

Teacher: I build my nest using twigs and grass, weaving it into a hanging structure. Who am I? (Weaver Bird)

Teacher: I cannot fly, but I run very fast. I have strong legs and live in open grasslands. Who am I? (Ostrich)

Teacher: Excellent work. You all did a great job guessing the birds. Give yourselves a big round of applause. Now, let us move on to today's lesson.

Learning better

MUST DO

10 MIN.

Teacher: Today, we will dive into some exciting questions about birds. Everyone, please open page number 19 of your Main Course Book. In Exercise 'B' of the 'Learning better' section, you have to fill in the blanks. Are you ready to get started?

B **Fill in the blanks.**

1. Parakeets have strong _____ beaks.
2. Most birds have _____ toes.
3. _____ feathers give shape to a bird's body.
4. _____ makes a nest on the ground by putting together few pebbles and stones.
5. _____ weaves twigs and grass to make a beautiful and strong nest.

C **Write short answers in your notebook.**

1. Name three birds that have a short and pointed beak.
2. What do you mean by climbing and webbed feet?
3. Name the different kinds of bird feathers.

D **Write long answers in your notebook.**

1. List the parts of a bird's body that help it fly.
2. What are upstroke and downstroke wing movements?

18

Teacher: Great. Let us begin with the first question. Parakeets have strong _____ beaks. Think carefully and fill in the blank space given inthe statement.

(Similarly complete all five questions)

MUST DO

10 MIN.

Teacher: Great. Now, let us explore some short-answer questions. Let us begin with the first question. Name three birds that have a short and pointed beak.

(Students have to write the answers for the given questions in about 40 to 50 words in their notebook. Wait for the students to write the answers.)

(Similarly complete all three questions)

Teacher: After you finish writing your answers, please exchange them with a friend sitting beside you.

MUST DO

15 MIN.

Teacher: Great. Let us explore some long-answer questions. Let us begin with the first question. List the parts of a bird's body that help it fly.

(Students have to write the answers for the given questions in about 100 to 150 words in their notebooks. Wait for the students to write the answers.)

(Similarly, complete the second question)

Teacher: After you finish writing your answers, please exchange them with a friend beside you.

You may start the **Animated Activities** on the digital platform.

(Instruct students to bring their workbooks in the next class.)

Differentiated Activities

110 km/hr

Which type of beak would you find on a bird that feeds on insects?

80 km/hr

Name a bird that has a hooked beak.

40 km/hr

What kind of feet do ducks have?

Home Task

The 'Creating better' activity (Bird Craft) given on page 19 of the Main Course Book.

Period 11

COULD DO

5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Great. Let us begin with a fun and exciting game called 'Bird Bingo'. I will ask a question about birds, and if you know the answer, clap your hands once before answering. Let us begin.

Teacher: Which bird can rotate its head almost completely around to see behind itself? (Owl.)

Teacher: Which bird is the tallest in the world and cannot fly? (Ostrich.)

Teacher: Which bird can mimic human speech and sounds? (Parrot.)

Teacher: Which bird makes its nest by stitching leaves together? (Tailor Bird.)

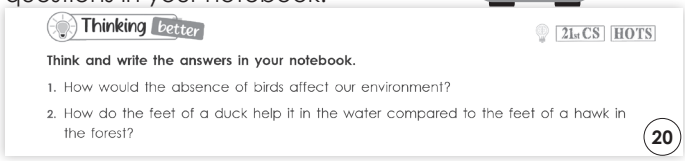
Teacher: Which bird builds its nest on the ground using pebbles and stones? (Penguin.)

Teacher: Fantastic work. You all did a wonderful job answering these questions. Give yourselves a big round of applause. Now, let us move on to today's lesson.

Teacher: Let us do the thinking better activity. I want you to answer two questions in your notebook.

MUST DO

10 MIN.


Thinking better

21st CS HOTS

Think and write the answers in your notebook.

1. How would the absence of birds affect our environment?
2. How do the feet of a duck help it in the water compared to the feet of a hawk in the forest?

20

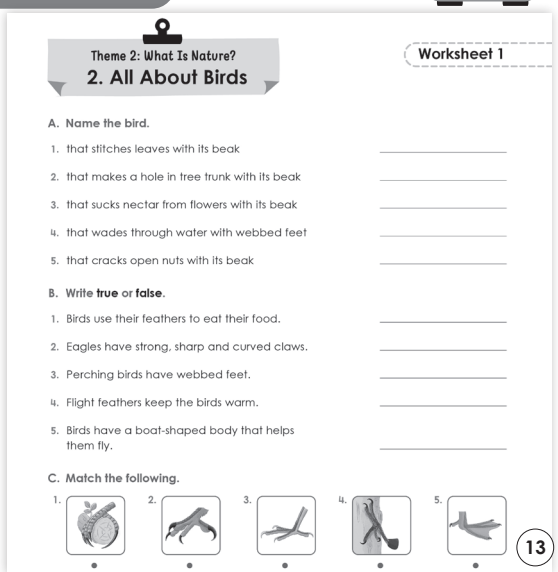
1. How would the absence of birds affect our environment?
2. How do the feet of a duck help it in the water compared to the feet of a hawk in the forest?

Teacher: Great thinking, everyone. After you finish writing your answers, please exchange them with a friend beside you.

MUST DO

15 MIN.

Worksheet - 1


Theme 2: What Is Nature?

2. All About Birds

Worksheet 1

A. Name the bird.

1. that stitches leaves with its beak _____
2. that makes a hole in tree trunk with its beak _____
3. that sucks nectar from flowers with its beak _____
4. that wades through water with webbed feet _____
5. that cracks open nuts with its beak _____

B. Write **true** or **false**.

1. Birds use their feathers to eat their food. _____
2. Eagles have strong, sharp and curved claws. _____
3. Perching birds have webbed feet. _____
4. Flight feathers keep the birds warm. _____
5. Birds have a boat-shaped body that helps them fly. _____

C. Match the following.

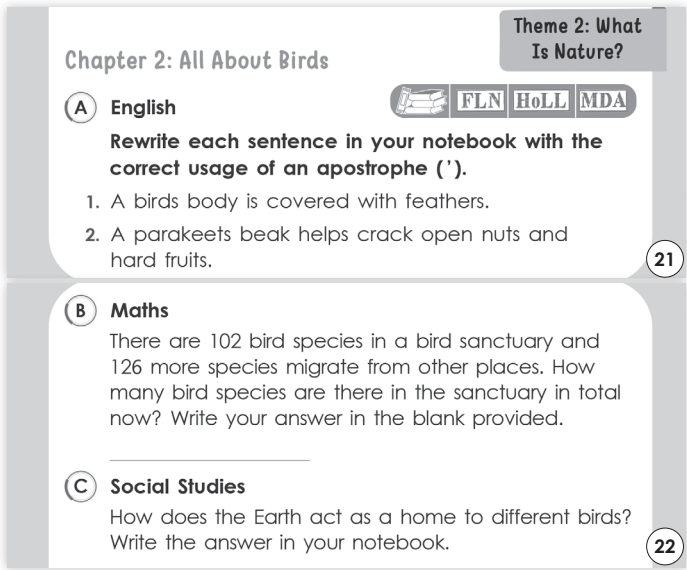
1. 2. 3. 4. 5.

13

Teacher: Let us do some activities from the workbook. Everybody, please open page number 13 of your workbook and answer the questions given in worksheet - 1.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Book of Holistic Teaching


Theme 2: What Is Nature?

Chapter 2: All About Birds

(A) English

FLN HoLL MDA

Rewrite each sentence in your notebook with the correct usage of an apostrophe (').

1. A birds body is covered with feathers.
2. A parakeets beak helps crack open nuts and hard fruits.

21

(B) Maths

There are 102 bird species in a bird sanctuary and 126 more species migrate from other places. How many bird species are there in the sanctuary in total now? Write your answer in the blank provided.

_____

(C) Social Studies

How does the Earth act as a home to different birds? Write the answer in your notebook.

22

Refer to the Book of Holistic Teaching, page number 21 under the title 'All About Birds.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.

MUST DO

10 MIN.

(Instruct students to bring their workbooks in the next class.)

Differentiated Activities

110 km/hr

Which bird has a beak shaped like a needle to sew leaves together?

80 km/hr

Name one bird that uses a hooked beak and explain its function.

40 km/hr

What kind of feet does a sparrow have?

Home Task

The Project Idea, given in the book of Project Ideas, page number 12 under the title 'All About Birds.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about birds through this engaging project.

Period 12

COULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Great. Let us begin with a fun activity called 'Bird Sounds and Actions.'. I will name a bird, and you have to either make its sound or act like it. Are you ready? Let us begin.

Teacher: Duck – (Say 'quack, quack' and pretend to paddle with your hands.)

Teacher: Owl – (Say 'hoot hoot' and turn your head side to side like an owl.)

Teacher: Peacock – (Spread your arms wide and twirl like a dancing peacock.)

Teacher: Hummingbird – (Flutter your fingers very fast like tiny wings.)

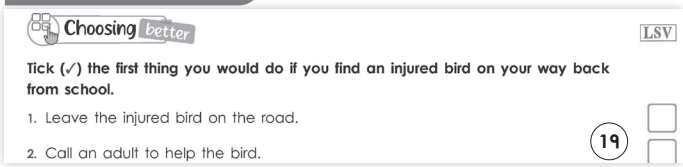
Eagle – (Stretch your arms out and soar like a bird of prey.)

Teacher: Fantastic. You all did an amazing job acting like birds. Give yourselves a big round of applause. Now, let us begin today's lesson.

Discuss the project assigned in the previous period, focusing on helping students understand the objectives and addressing any challenges they faced.

MUST DO
05 MIN.

Choosing better



Teacher: Alright, class, today we are going to focus on a very important aspect of helping birds. If you find an injured bird on your way back from school, what would you do first? I will give you two choices:

MUST DO
05 MIN.

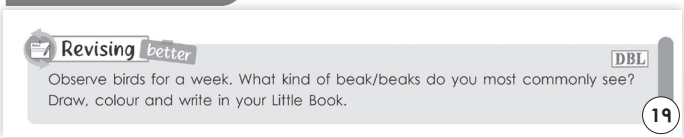
1. Leave the injured bird on the road or

2. Call an adult to help the bird.

Which one do you think is the best option?

Teacher: 'That is great. The correct option is to call an adult to help the bird.

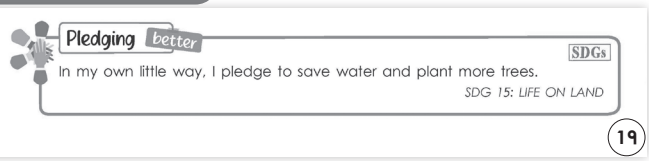
Revising better



Teacher: Now, let us move on to the next activity. I want you to observe birds for a whole week. In your Little Book, make a note of the types of beaks you see most commonly. Draw, colour, and write about what you observe. This will help you understand the different types of beaks birds have.

MUST DO
05 MIN.

Pledging better

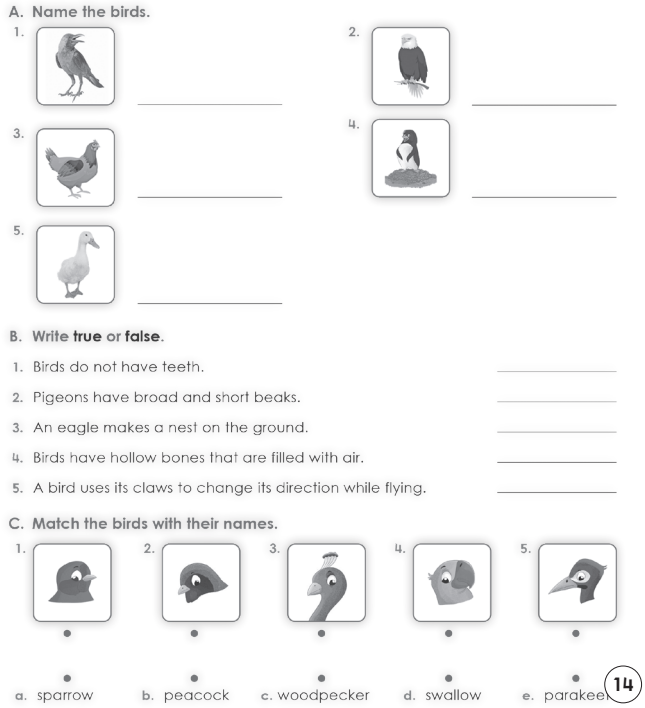


Teacher: Lastly, I want us all to think about our environment. As a part of our class's commitment to nature, I want you to pledge to save water and plant more trees. This is part of SDG 15: Life on Land. In your notebook, write down your pledge. It could be something small that you can do every day to help protect nature.

MUST DO
05 MIN.

Worksheet - 2

Worksheet 2



Teacher: Let us do some activities from the workbook. Everybody, please open page number 14 of your workbook and answer the questions given in worksheet - 2.

MUST DO
15 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Differentiated Activities

110 km/hr

What do swallows use their beaks for?

80 km/hr

What bird has webbed feet for swimming?.

40 km/hr

What is the colour of a peacock's feathers?

Home Task

Activity 1 (Making a bird feeder using a milk carton) is given on page 21 of the main course book.

(Instruct the students to complete the 'Making Bird Feeder using a Milk Carton' activity as their home task. Inform them to bring their completed bird feeders to the next class.)

Learning Outcomes

The students will:

Physical Development	• develop fine motor skills through hands-on activities such as making bird feeders and bird crafts.
Socio-Emotional and Ethical Development	• foster empathy and care for animals through activities that involve protecting and feeding birds.
Cognitive Development	• enhance critical thinking by exploring bird adaptations, including beaks, feet, feathers, and migratory patterns.
Language and Literacy Development	• improve vocabulary by learning new words related to birds and their characteristics.
Aesthetic and Cultural Development	• appreciate the beauty of nature and birds through observational activities and artistic representations.
Positive Learning Habits	• promote responsibility and observation skills by encouraging students to track birds and their features over time, as well as pledging to care for nature.

Starry Knights

Hope you enjoyed teaching this unit. Mention a few memorable incidents here.

Give yourself a STAR for being such a fabulous teacher.

Lesson-3: All About Animals

Theme 2: What Is Nature?

12 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters, Blackboard

Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Quiz, Slideshow

Affirming better: I keep my things tidy.

Curricular Goals and Objectives (NCF)

To enable the students:

- to observe and classify animals based on their habitat and characteristics.
- to explore insect habitats and understand their role in nature and well-being.
- to express creativity through craft and visual representation of insect homes.
- to integrate learning from different subjects to solve real-life science problems.
- to develop empathy and self-expression through reflective writing on animal welfare.

Methodology

Period 1

SHOULD DO — 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Before we dive into today's lesson, let us do an animal movement relay. I will name an animal and you will act out its movement. Ready?

- When I say 'Elephant,' stomp your feet like an elephant walking.
- When I say 'Rabbit,' hop around like a rabbit.
- When I say 'Penguin,' waddle like a penguin.

(Use this activity to warm up the students for the lesson. Call out things in random order to keep the students interested and enthusiastic.)

MUST DO — 15 MIN.

Teacher: Great. Let us give ourselves a big applause for all the energy you brought to the class.

Teacher: Before we start the class, let us do an affirmation activity. Let us all say together, 'I keep my things tidy.' Repeat after me: 'I keep my things tidy.'

Teacher: Alright. Today, we are going to begin a new chapter 'All About Animals.' We use a KWL chart to help us organize our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

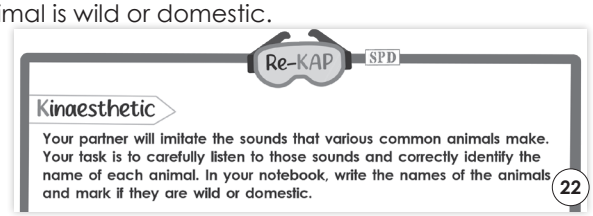
K	W	L

Teacher: Let us start by filling out the 'K' and 'L' columns. Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: Before we start the chapter, we will do a quick Re-KAP, which involves revisiting our previous knowledge through creative activities using Kinaesthetic, Auditory and Pictorial methods to make our learning interactive and engaging, starting with a kinaesthetic activity to get us ready for the new topic.

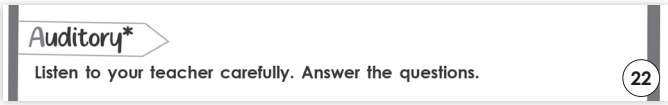
Kinaesthetic

Teacher: Let us begin with a kinaesthetic activity. Let us start by grouping with your partner. You will be working with a partner. Your partner will imitate the sounds of various animals. Your task is to listen carefully and identify the name of each animal. You will then decide if the animal is wild or domestic.



Teacher: Once you identify each animal, write its name in your notebook and mark whether it is a wild animal or a domestic animal. Are you ready to begin?
(Give time to the students to perform the activity.)
Teacher: Fantastic work, everyone.

Auditory

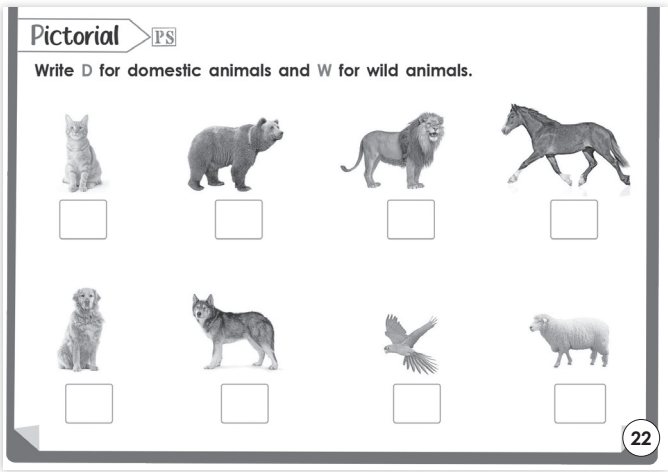


Teacher: Now, we will move on to the auditory activity. I am going to talk about animals and then I will ask follow-up questions. Let us begin.

MUST DO
10 MIN.

Teacher: Animals can be divided into two groups – wild animals and domestic animals. Wild animals live in jungles and forests. They do not need help from humans. Domestic animals live around us and help us with our work. What are the two groups of animals we just mentioned?
Teacher: Correct. Wild animals and domestic animals. Now, can anyone tell me which kind of animal does not need help from humans?
Teacher: Yes, wild animals. Wild animals can survive on their own without the help of humans. Well done, everyone.

Pictorial



Teacher: Lastly, we will do a pictorial activity. Look at the pictures given on page number 22 of your main course book. You will see pictures of different animals. Your task is to write 'D' for domestic animals and 'W' for wild animals in the boxes next to each animal. Have fun and do not forget to be quick in identifying the animals.

MUST DO
10 MIN.

Teacher: Fantastic effort, everyone. Let us discuss the correct answers.
(Discuss the correct answer with the class.)

Differentiated Activities

110 km/hr

What types of animals live in jungles and forests?

80 km/hr

Which animals help humans with work?

40 km/hr

Name one wild animal.

Home Task

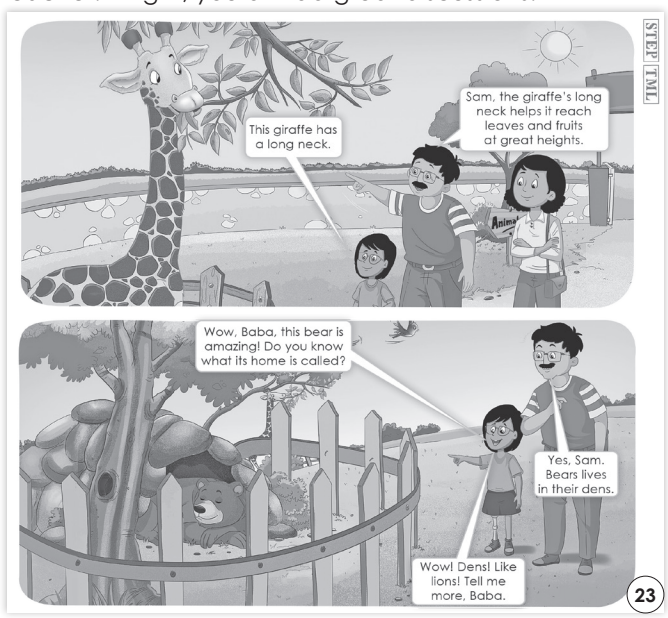
Draw pictures of one wild animal and one domestic animal in your notebook. Write their names and describe their main characteristics. Explain where each animal lives and how it helps or survives without help.

Period 2

Teacher: Good morning, students. How are you all today?

MUST DO
10 MIN.

Interacting better
Teacher: Fantastic. Let us start with an interactive activity. I want you to think of an animal that you often see in your neighbourhood. Then share with your partner the characteristics of this animal.
(Give time to the students to discuss.)
Teacher: Alright, you all had great discussions.



Teacher: Now we are going to read a story together. Open your Main Course Book to page 23 with a story about Sam and her family are in the animal section of a national park and they are observing different animals. I would like you to read the first part of the story where Sam notices a giraffe with a long neck.

MUST DO
30 MIN.

Teacher: Now, let us talk about what we just read. What does the giraffe's long neck help it do?

Teacher: Exactly. The giraffe's long neck helps it reach leaves and fruits high up in the trees. This is a special feature of the giraffe. Now, let us move on to the second part where Sam notices a bear. What do you think the bear's home is called?

Teacher: Well done. The bear's home is called a den.

You may show the **Dictionary** on the digital platform.

Differentiated Activities

110 km/hr

What special feature helps giraffes reach high branches?

80 km/hr

What is the name of the home of a bear?

40 km/hr

Name one pet animal.

Home Task

Draw a picture of an animal that you have seen in your neighbourhood. Write 5-6 sentences describing the animal. Include its physical characteristics, where it lives and any special features it has.

Period 3

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation.

Teacher: Sit comfortably in your chair, with your back straight and feet flat on the ground. Close your eyes gently and take a deep breath through your nose. Hold it for a moment, then slowly breathe out through your mouth.

Let us do these three more times. Breathe in... and breathe out. As you breathe, imagine your mind becoming clear and ready to learn.

Open your eyes and smile at your friends. Let us start our day with positive energy.

Teacher: Alright class, today we are going to learn about different types of animals based on their size and habitat. Let us start by discussing big animals.

(The teacher will read the last paragraph of page 23 and the first to fifth paragraphs of page 24 aloud and provide explanations to ensure that the students understand the content.)

MUST DO 20 MIN.

BIG ANIMALS

Big animals can be domestic or wild. Wild animals live in forests. Deer, lions, tigers, elephants, bears and crocodiles are some examples of wild animals. Domestic animals live among us. Some domestic animals help us in our work. 23

Such animals are known as farm animals. Hens, sheep, cows and buffaloes are some examples of farm animals. Some domestic animals, such as dogs and cats, live with us at our homes. They are known as pet animals.

SMALL ANIMALS

Small animals are smaller in size as compared to big animals like elephants, horses and so on. Examples of small animals are rats, spiders, earthworms and lizards.

Spiders

Spiders have eight legs. They live in webs they make. Spiders eat small insects that get entangled in their webs. Some spiders are very small in size and some are as big as around 28 cm.

earthworm

Earthworms

The body of an earthworm is made of small segments called the annuli (singular: annulus). The annuli are covered with small hair-like structures. Earthworms use these to move on the ground. They live in burrows in the ground.

Lizards

Lizards are small animals that we sometimes see in our homes. They have two pairs of legs and a long tail. Lizards eat small insects, such as mosquitoes and flies. 24

Teacher: What are some examples of wild animals? Who can tell me?

Teacher: Exactly, animals like tigers, lions, elephants, bears and crocodiles are wild animals. Now, what about domestic animals? Can anyone give me some examples?

Teacher: Yes, domestic animals include pets like dogs and cats and farm animals like cows, hens and sheep.

Teacher: Great. Now, what about domestic animals? Can anyone share some examples of domestic animals?

Teacher: Fantastic. Now, let us talk about small animals. How are small animals different from big animals?

MUST DO 15 MIN.

Teacher: Yes, small animals are much smaller in size compared to big animals like elephants and horses. Can anyone name a few small animals?

Teacher: Excellent. What do we know about spiders? Can someone tell me what makes spiders unique?

Teacher: Correct. Spiders have eight legs and they create webs. What do you think they use the web for?

Teacher: Great job. Now, can anyone describe an earthworm? What do we know about their body?

Teacher: Yes, earthworms have small segments called annuli and they live in the ground. What do they use these segments for?

Teacher: Well done. Now, let us talk about lizards. Can anyone tell me what a lizard looks like and what it eats?

Teacher: Yes, lizards have two pairs of legs and a long tail. They eat small insects.

You may show the **Animation** on the digital platform.

Differentiated Activities

110 km/hr

Which animal has a small segment called annuli?

80 km/hr

How many legs do spiders have?

40 km/hr

Name one small animal that lives in your neighbourhood.

Home Task

Write a short paragraph about a big animal you have seen. Include details about whether it is wild or domestic and where it lives.

Period 4

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Today, we will play a fun question-and-answer game about animals. I will ask a question, and you will think and answer. Let us begin.

Teacher: What are the two main groups of animals? (Wild animals and domestic animals)

Teacher: Where do wild animals live? (In jungles and forests)

Teacher: Which body part helps a giraffe reach high leaves? (Its long neck)

Teacher: What is the home of a bear called? (A den)

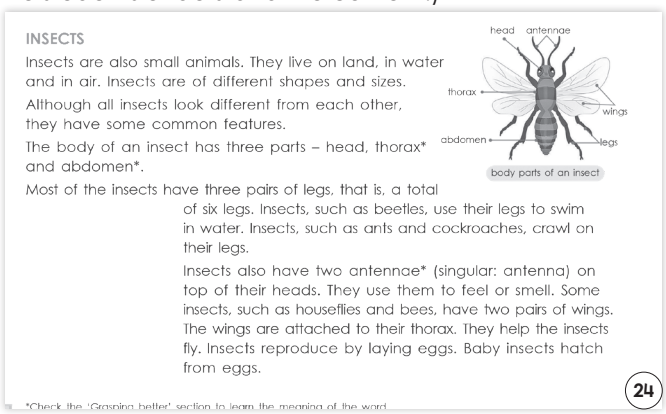
Teacher: Name a small animal that lives underground. (Earthworm)

Teacher: Well done, everyone. That was a great discussion. Now, let us continue our lesson.

Teacher: Alright class, let us talk about insects.

MUST DO 25 MIN.

(The teacher will read the last three paragraphs of page 24 aloud and provide explanations to ensure that the students understand the content.)



INSECTS

Insects are also small animals. They live on land, in water and in air. Insects are of different shapes and sizes.

Although all insects look different from each other, they have some common features.

The body of an insect has three parts – head, thorax* and abdomen*.

Most of the insects have three pairs of legs, that is, a total of six legs. Insects, such as beetles, use their legs to swim in water. Insects, such as ants and cockroaches, crawl on their legs.

Insects also have two antennae* (singular: antenna) on top of their heads. They use them to feel or smell. Some insects, such as houseflies and bees, have two pairs of wings. The wings are attached to their thorax. They help the insects fly. Insects reproduce by laying eggs. Baby insects hatch from eggs.

body parts of an insect

24

*Check the 'Grasping better' section to learn the meaning of the word.

Teacher: Now, can anyone tell me what makes insects different from other animals?

Teacher: Yes, insects are small animals and they can live on land, in water and even in the air. What do you think some common features of insects might be?

Teacher: Exactly. All insects share three main parts to their body. Can anyone name these parts?

Teacher: Yes, the head, thorax and abdomen. Now, can anyone tell me how many legs most insects have?

Teacher: That is right. Most insects have six legs. Can you think of any insects that use their legs to swim?

Teacher: Well done. Insects like beetles use their legs to swim in water. Now, what about ants and cockroaches? How do they use their legs?

Teacher: Yes, they crawl on their legs. Now, let us talk about antennae. What do you think antennae are for?

Teacher: Correct. Insects have antennae on their heads. What do you think these antennae help insects do?

Teacher: Exactly. Antennae help insects feel and smell things. Now, let us think about wings. Can anyone tell me which insects have wings and how they use them?

Teacher: Great. Insects like houseflies and bees have wings and they use them to fly. Finally, how do insects reproduce?

Teacher: Yes, insects lay eggs and the baby insects hatch from these eggs. You all did an amazing job today. Keep observing insects and thinking about their unique features.

Understanding better

MUST DO 10 MIN.

Teacher: Let us do the 'Understanding better' activity mentioned on page 24 of your main course book. Can anyone tell me what the head of an insect has?

Understanding better

Answer the following questions.

1. What does the head of insects have?
2. How do insects reproduce?

24

Teacher: Exactly. The head of an insect has antennae and eyes, which help it sense its surroundings.

Teacher: Can anyone explain how insects reproduce?

Teacher: Well done. Insects reproduce by laying eggs and baby insects hatch from these eggs. You have done an excellent job today.

You may show the **I Explain** on the digital platform.

Differentiated Activities

110 km/hr

What are the three main parts of an insect's body?

80 km/hr

How do insects reproduce?

40 km/hr

What does the head of an insect have?

Home Task

Write a short paragraph about an insect you have seen before. Describe its appearance, how it moves and any interesting facts about it. Be sure to mention the parts of the insect you learned about, such as the head, thorax and abdomen.

Period 5

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Great. Let us start with a fun activity. I will say the name of a bird and you will move like that bird. Ready?

- **Parrot:** Flap your arms like wings and squawk like a parrot.
- **Penguin:** Waddle on your feet like a penguin.
- **Eagle:** Soar through the air with your arms stretched out.

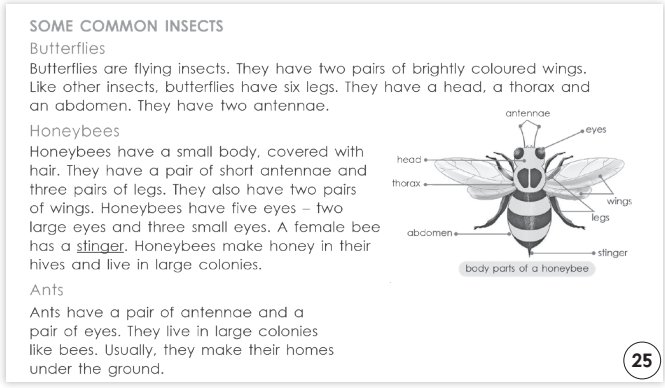
(Use this activity to warm up the students for the lesson. Call out birds in random order to keep the students interested and enthusiastic.)

Teacher: Great. You all moved like the birds perfectly. Let us give ourselves a big applause for all the energy you brought to the class.

Teacher: Today, we are going to learn about some common insects.

MUST DO
20 MIN.

(The teacher will read the first three paragraphs of page 25 aloud and provide explanations to ensure that the students understand the content.)



SOME COMMON INSECTS

Butterflies

Butterflies are flying insects. They have two pairs of brightly coloured wings. Like other insects, butterflies have six legs. They have a head, a thorax and an abdomen. They have two antennae.

Honeybees

Honeybees have a small body, covered with hair. They have a pair of short antennae and three pairs of legs. They also have two pairs of wings. Honeybees have five eyes – two large eyes and three small eyes. A female bee has a stinger. Honeybees make honey in their hives and live in large colonies.

body parts of a honeybee

Ants

Ants have a pair of antennae and a pair of eyes. They live in large colonies like bees. Usually, they make their homes under the ground.

25

Teacher: Let us start by talking about butterflies. Think about a butterfly for a moment. Describe what you know about butterflies.

Teacher: Yes, exactly. Butterflies are flying insects. How many legs do butterflies have?

Teacher: Yes, they have six legs, like many other insects. And they also have two pairs of brightly coloured wings. What do you think these wings help butterflies do?

Teacher: Great. The wings help butterflies fly. What are the important body parts of butterflies?

Teacher: Yes, they also have three important body parts: the head, the thorax and the abdomen. What do you think butterflies have on their heads?

MUST DO
15 MIN.

Teacher: Right. Butterflies have two antennae on their heads, which help them sense their surroundings.

Teacher: Now, let us talk about honeybees. What do you know about honeybees?

Teacher: Correct. Honeybees have a small body covered with hair, two pairs of wings and three pairs of legs. How many eyes do Bees have?

Teacher: Right. Bees also have five eyes—two large and three small. Why do you think honeybees have so many eyes?

Teacher: Exactly. The multiple eyes help bees see better, especially to detect flowers.

Discovering better

Explain the term 'stinger' mentioned in the 'Discovering better' activity mentioned on page 25 of the main course book.)

Teacher: What does the stinger do for the honeybee?

Teacher: Yes, the stinger helps protect the bee. A female honeybee has a stinger, which can sting to defend the colony. And what do honeybees make in their hives?

Teacher: Fantastic. Honeybees make honey in their hives and they live in large colonies. Now, let us talk about ants. What do ants have that helps them survive?

Teacher: Well done. Ants have a pair of antennae and a pair of eyes. They also live in large colonies, just like bees. Where do ants usually make their homes?

Teacher: Exactly. Ants usually make their homes underground. They work together in their colonies to find food.

Teacher: Great thinking, class. You are all ready to learn more about the amazing world of insects. Keep up the good work.

Differentiated Activities

110 km/hr

What is the purpose of the honeybee's stinger?

80 km/hr

How many legs do butterflies have?

40 km/hr

Where do ants usually make their homes?

Home Task

Observe an insect in your surroundings (like a butterfly, honeybee or ant). Draw the insect in your notebook and label its body parts, such as its legs, wings, antennae and stinger (if applicable). Write a few sentences about the insect's body parts and how they help it survive.

Period 6

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Fantastic. Before we start today's lesson, let us play an exciting game called 'Insect Movement Relay.' I will call out the name of an insect, and you have to move like that insect. Ready?

Grasshopper: Jump forward like a grasshopper.

Bee: Flap your hands like wings and buzz around.

Butterfly: Move gracefully with your arms spread wide like butterfly wings.

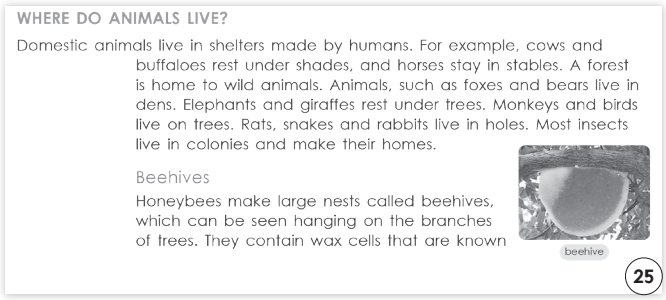
Cockroach: Scurry quickly in place.

(Use this activity to warm up the students for the lesson. Call out animals in random order to keep the students interested and enthusiastic.)

MUST DO 25 MIN.

Teacher: Great. You all moved perfectly. Let us give ourselves a big applause for all the energy you brought to the class.

Teacher: Today, we are going to talk about cockroaches. (The teacher will read the fourth, fifth and sixth paragraphs of page 25 aloud and provide explanations to ensure that the students understand the content.)



WHERE DO ANIMALS LIVE?

Domestic animals live in shelters made by humans. For example, cows and buffaloes rest under shades, and horses stay in stables. A forest is home to wild animals. Animals, such as foxes and bears live in dens. Elephants and giraffes rest under trees. Monkeys and birds live on trees. Rats, snakes and rabbits live in holes. Most insects live in colonies and make their homes.

Beehives

Honeybees make large nests called beehives, which can be seen hanging on the branches of trees. They contain wax cells that are known

beehive

25

Teacher: What do you think a cockroach looks like?

Teacher: Yes, you are right. Cockroaches have a flattened, reddish-brown body. What do you think their body shape helps them do?

Teacher: Exactly. Their body shape helps them hide and move quickly. Now, what do you think helps cockroaches stay safe and healthy?

Teacher: That is right. They have a waxy outer shell that keeps their bodies from drying out. This shell also protects them from getting hurt. Can anyone tell me what other advantage this waxy shell gives them?

Teacher: Yes, exactly. It helps them hide quickly when they are in danger. Cockroaches also have wings. Can anyone tell me how wings help them?

Teacher: Well done. Their wings help them fly when they need to escape. Now, let us move on to a new section. Where do animals live? What kind of homes do domestic animals have?

Teacher: Correct. Domestic animals, like cows and horses, live in shelters. Does anyone know what kind of shelters cows, buffalos and horses live in?

Teacher: Great. Cows and buffalos live under shades and horses stay in stables. Now, what about wild animals? Where do they live?

Teacher: Exactly. Wild animals like elephants and giraffes live under trees. Can anyone think of any other wild animals and where they might live?

Teacher: Well done. Some animals, like foxes and bears, live in dens, while monkeys and birds live in trees. Now, let us talk about insects. Where do most insects live?

Teacher: That is right. Most insects live in colonies.

Understanding better

MUST DO 10 MIN.

Teacher: Okay, class. Let us do the 'Understanding Better' activity on page 25 of our book. It's called 'Who am I?' I will describe something and you have to guess what it is. Ready?

Understanding better

Who am I?

1. I have colourful wings.
2. I have eight legs.

25

Teacher: First clue: I have colourful wings.

Teacher: Second clue: I have eight legs.

(Give students time to think and answer the questions.)

Teacher: Yes, that is right. It is a butterfly and a spider. Butterflies have colourful wings and spiders have eight legs. Great job, everyone.

Differentiated Activities

110 km/hr

What feature helps cockroaches stay safe from danger?

80 km/hr

Where do honeybees live?

40 km/hr

What shape is a cockroach's body?

Home Task

Observe an insect (such as a cockroach, honeybee or any other insect) in your surroundings. Write a short paragraph (3-4 sentences) about its appearance and where it lives. Include one feature of its body that helps it survive and explain why it is important.

Period 7

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Let us play a game. I will say an animal, and you will call out where it lives. Ready?

Teacher: Giraffe – Where does it live? (Grasslands.)

Teacher: Penguin – Where does it live? (Cold regions/ Antarctica.)

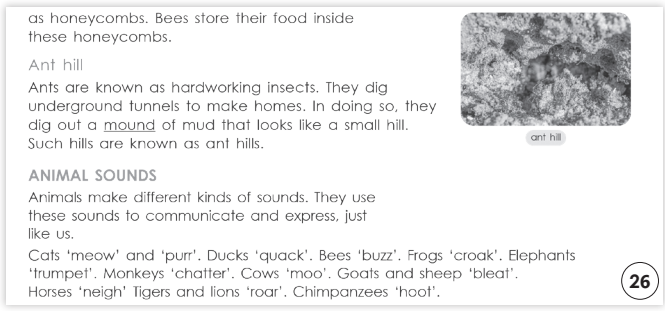
Teacher: Butterfly – Where does it live? (Gardens and Forests.)

Teacher: Frog – Where does it live? (Ponds and Wetlands.)

Teacher: Elephant – Where does it live? (Forest.)
Teacher: Cockroach – Where does it live? (Dark and Damp places)
(Use this activity to warm up the students for the lesson.)
Teacher: Great answers, everyone. Let us give ourselves a big applause for all the energy you brought to the class.
Teacher: Alright class, let us explore the wonderful world of insects and their homes today. We will begin with honeybees.
(The teacher will read the last paragraph of page 25 and the first three paragraphs of page 26 aloud and provide explanations to ensure that the students understand the content.)

MUST DO
20 MIN.

Teacher: Can anyone tell me what honeybees make?


as honeycombs. Bees store their food inside these honeycombs.

Ant hill

Ants are known as hardworking insects. They dig underground tunnels to make homes. In doing so, they dig out a mound of mud that looks like a small hill. Such hills are known as ant hills.

ant hill

ANIMAL SOUNDS

Animals make different kinds of sounds. They use these sounds to communicate and express, just like us.

Cats 'meow' and 'purr'. Ducks 'quack'. Bees 'buzz'. Frogs 'croak'. Elephants 'trumpet'. Monkeys 'chatter'. Cows 'moo'. Goats and sheep 'bleat'. Horses 'neigh' Tigers and lions 'roar'. Chimpanzees 'hoot'.

26

Teacher: Yes, they make nests called beehives. Where can you usually find these hives?
Teacher: That is right. Beehives are often seen hanging on the branches of trees. And do you know what these hives are made of?
Teacher: Correct. They contain wax cells, which are known as honeycombs. Bees store their food inside these honeycombs.
Teacher: Now, let us move on to ants. What do you know about ants and where they live?
Teacher: Exactly. Ants are known for being hardworking.

Discovering better

Explain the term 'mound' mentioned in the 'Discovering better' activity mentioned on page 26 of the main course book.
Teacher: They dig underground tunnels to make their homes. What do you think the dirt from these tunnels looks like?
Teacher: Yes, ants make a mound of mud that looks like a small hill. These hills are called ant hills.

MUST DO
15 MIN.

Teacher: Now, let us talk about animal sounds. Can anyone think of some animal sounds and tell me what animals make them?
Teacher: Yes, animals use different sounds to communicate and express themselves. Let us see if you can remember some of them. What sound does a cat make?
Teacher: Yes, a cat meows and purrs. What sound does a duck make?
Teacher: Well done. Ducks quack. What about bees?
Teacher: Exactly. Bees buzz. Now, what about cows?
Teacher: Great. Cows moo. What sound do bees make?
Teacher: Yes, bees 'buzz'. What about frogs? What sound do frogs make?
Teacher: That is right, frogs 'croak'. Can anyone guess why frogs croak?
Teacher: Excellent. Now, let us talk about elephants. What sound do elephants make?
Teacher: Correct. Elephants 'trumpet'. What sound do monkeys make?
Teacher: Yes. Monkeys 'chatter'.
Teacher: Now, how about cows? What sound do cows make?
Teacher: Right. Cows 'moo'. What about goats and sheep? What sound do they make?
Teacher: Yes, goats and sheep 'bleat'. Now, horses. What sound do horses make?
Teacher: Correct. Horses 'neigh'. Why do you think a horse neighs?
Teacher: Wonderful. Let us think about big cats now. What sound do tigers and lions make?
Teacher: Yes. Tigers and lions 'roar'. Lastly, what sound do chimpanzees make?
Teacher: Yes. Chimpanzees 'hoot'.

You may show the **Slideshow** on the digital platform.

Differentiated Activities

110 km/hr

What is the purpose of the honeycomb in a beehive?

80 km/hr

What is the name of the hill created by ants?

40 km/hr

What sound does a cow make?

Home Task

Observe the different animals in your surroundings or the ones you have seen before. Write down at least three animals and describe the sounds they make.

Period 8

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?
Teacher: Let us start with a fun activity. I will make an animal sound and you need to guess what animal makes that sound. Ready?

- (Teacher makes a 'Moo' sound) 'What animal is that?
- (Teacher makes a 'Quack' sound) 'What animal is that?

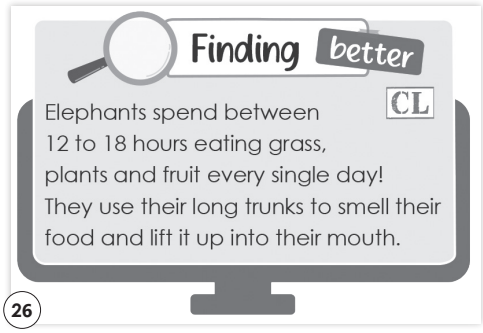
• (Teacher makes a 'Roar' sound) 'What animal is that? (Use this activity to warm up the students for the lesson. Make the sounds in random order to keep the students interested and enthusiastic.)

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

Teacher: Today, we are going to explore some interesting activities based on what we have learned about animals.

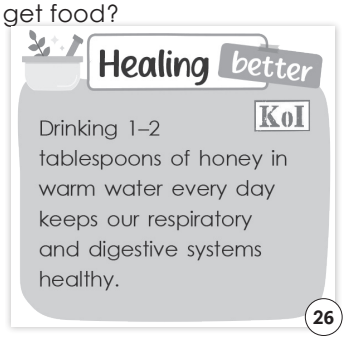
MUST DO 10 MIN.

Teacher: Let us begin with a fun activity called 'Connecting Better'. Have you ever seen ants walking in a line? Imagine you are in a national park and your mum asks you to observe ants. If there are 120 ants walking and 80 have already reached their destination, how many ants are still left to reach? Can anyone help me figure out the answer?



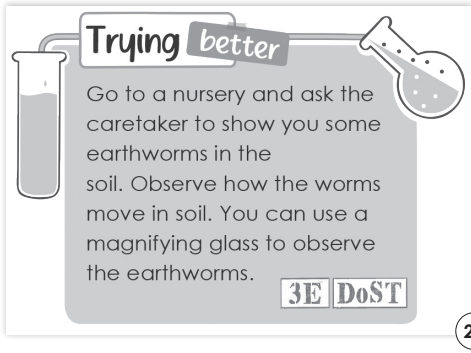
Teacher: Great work. The total number of ants would be 200. Let us move on to the next activity 'Finding better'. Have you ever wondered what elephants eat? Elephants spend between 12 to 18 hours eating plants and fruit each day. Can anyone tell me how they use their trunks to get food?

MUST DO 05 MIN.



Teacher: That is right. They use their trunks to smell their food and bring it into their mouths. Now, I want you to try something fun. It is called 'Healing Better'. Does anyone know what happens when you drink honey in warm water?

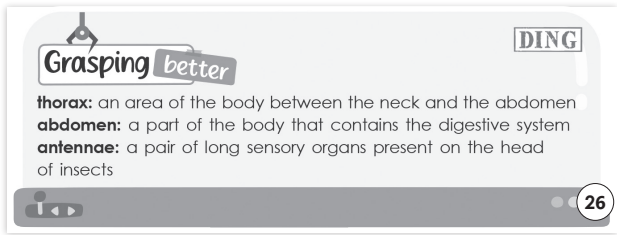
MUST DO 05 MIN.



Teacher: Excellent. Drinking honey in warm water can keep our respiratory and digestive systems healthy. It is also said to help with healing. Now, let us move on to another exciting activity called 'Trying Better'. Have you ever seen earthworms in the soil? Would you like to go to a nursery and observe earthworms in the soil? You can use a magnifying glass to get a closer look at them.

MUST DO 05 MIN.

Teacher: Wonderful. You can ask the caretaker at the nursery to show you some earthworms. It's amazing how these little creatures help the soil stay healthy.



Teacher: Now, let us dive into a bit of knowledge with 'Grasping Better'. I want you all to revise these terms. Can anyone recall the term for the part of an insect's body that is located between the neck and the abdomen?

MUST DO 10 MIN.

Teacher: Well done. It is called the thorax.

Teacher: Yes, it helps the insect digest its food. Lastly, insects have antennae. Who can tell me what antennae are used for?

Teacher: Excellent. Antennae are long sensory organs on the heads of insects that help them feel and sense things around them. Well done, everyone. You have done a fantastic job understanding and exploring these concepts. Keep up the great work.

You may show the **Concept Map** on the digital platform.

Differentiated Activities

110 km/hr

Can you explain how the trunk of an elephant helps it in not only eating but also in other activities, such as drinking or bathing?

80 km/hr

What do ants use to communicate with each other while they walk in a line?

40 km/hr

What sound do elephants make?

Home Task

Observe ants in your surroundings (if possible) and write two to three sentences about how they move in groups. What do you notice about their behaviour?

Period 9

SHOULD DO 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Let us start with a fun activity. I will give you a clue about an insect, and you need to guess which insect it is. Ready?

Teacher: I have colourful wings and fly from flower to flower. What insect am I? (Butterfly.)

Teacher: I am very tiny and walk in a long line with my friends. What insect am I? (Ant.)

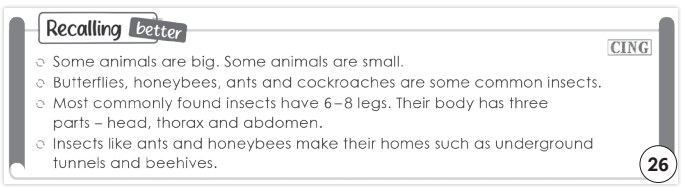
Teacher: I make a buzzing sound and collect nectar from flowers. What insect am I? (Bee.)

Teacher: I can crawl very fast and hide in dark places. What insect am I? (Cockroach.)

MUST DO 25 MIN.

(Use this activity to warm up the students for the lesson. Give the clues in random order to keep the students interested and enthusiastic.)

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.


Recalling better

CING

- Some animals are big. Some animals are small.
- Butterflies, honeybees, ants and cockroaches are some common insects.
- Most commonly found insects have 6–8 legs. Their body has three parts – head, thorax and abdomen.
- Insects like ants and honeybees make their homes such as underground tunnels and beehives.

26

Teacher: Today, let us review what we have learned about animals and insects. Can anyone tell me how animals can be different from one another?

Teacher: Exactly. Some animals are big and some animals are small. Can anyone think of an example of a big animal and a small animal?

Teacher: Fantastic. Now, let us talk about insects. Can anyone tell me some common insects that you know?

Teacher: That is right. Butterflies, honeybees, ants and cockroaches are some common insects. What do you think makes insects different from other animals?

Teacher: Yes, most insects have 6 to 8 legs. Can anyone remember the parts of an insect's body?

Teacher: Excellent. Insects' bodies have three main parts: the head, thorax and abdomen. Now, let us talk about where insects live. What do you think insects like ants and honeybees use to make their homes?

Teacher: Wonderful. Ants make underground tunnels and honeybees make beehives. Why do you think these homes are important for them?

Teacher: Yes, these homes help insects stay safe and store their food. Keep thinking about how different animals and insects have their special ways of living. Great work, everyone.

Learning better


Learning better

CBA

A Tick (✓) the correct answer.

1. What do we call the animals which help us in our work?
   a. pet animals ☐ b. wild animals ☐
   c. domestic animals ☐
2. Which of the following is a pet animal?
   a. dog ☐ b. lion ☐ c. mongoose ☐
3. Which of the following sound is made by the bees?
   a. buzz ☐ b. quack ☐ c. moo ☐
4. What do we call the nest of a honeybee?
   a. stable ☐ b. beehive ☐ c. ant hill ☐
5. Where do ants live?
   a. ponds ☐ b. beehive ☐
   c. underground tunnels ☐

27

MUST DO 10 MIN.

Teacher: Everyone please open page number 27 of your Main Course Book. In Exercise 'A' of the 'Learning better', you have to tick the correct answer. Are you ready to get started?

Teacher: Great. Let us begin with the first question. What do we call the animals which help us in our work?

Teacher: The correct answer is pet animal. Well done. (Similarly complete all five questions)

You may start the **Animated Activities** on the digital platform.

Differentiated Activities

110 km/hr

Name the three main parts of an insect's body.

80 km/hr

What do we call the animals that help us with our work?

40 km/hr

What sound does a horse make?

Home Task

Observe two animals in your surroundings (one big and one small). Write 2-3 sentences describing their size and name one feature that makes each animal special.

Period 10

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Let us start with a fun activity. I will give you a clue about an animal's home, and you need to guess which animal lives there. Ready?

Teacher: I live in a den and like to sleep a lot during the winter. What animal am I? (Bear.)

Teacher: I live in an anthill with thousands of my friends. What animal am I? (Ant.)

Teacher: I build my home on tree branches and collect nectar for food. What animal am I? (Honeybee.)

Teacher: I live in underground burrows and help keep the soil healthy. What animal am I? (Earthworm.)

Teacher: I live in a stable and can run very fast. What animal am I? (Horse.)

(Use this activity to warm up the students for the lesson. Call out the clues in random order to keep the students engaged and enthusiastic.)

MUST DO
35 MIN.

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

B **Fill in the blanks.**

1. Tigers and bears are _____ animals.
2. We keep dogs and cats as _____ in our homes.
3. Most commonly found insects have _____ pairs of legs.
4. Insects use their _____ to feel or smell.
5. Insects reproduce by laying _____.

27

Teacher: Today, we will review some important concepts we have learned in this chapter.

Teacher: Everyone please open page number 27 of your Main Course Book. In Exercise 'B' of the 'Learning better', you have to fill in the blanks. I will say a sentence and I want you to tell me the missing word. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Tigers and bears are _____ animals.

(Give time to the students to tell the missing word.)

(Similarly complete all five questions)

C **Write short answers in your notebook.**

1. Name the three body parts of an insect.
2. Cockroaches have a waxy outer shell. Describe the purpose of this shell.
3. What are beehives?

27

Teacher: Great. Now, let us explore some short-answer questions. Let us begin with the first question. Name the three body parts of an insect.

(Students have to write the answers for the given questions in about 40 to 50 words in their notebook. Wait for the students to write the answers.)

(Similarly complete all three questions)

D **Write long answers in your notebook.**

1. Describe the various parts of a honeybee.
2. Explain about cockroaches in detail.

27

Teacher: In Exercise 'D' of 'Learning better' you have to write long answer questions. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Describe the various parts of a honeybee.

(Students have to write the answers for the given questions in about 100 to 150 words in their notebook. Wait for the students to write the answers.)

(Similarly, complete the second question)

You may start the **Quiz** on the digital platform.

Differentiated Activities

110 km/hr

What physical features of a cockroach enable it to hide and protect itself from danger?

80 km/hr

Name two animals that live in colonies.

40 km/hr

What sound does a Monkey make?
(Instruct students to bring their workbooks in the next class.)

Home Task

The project idea, given in the Book of Project Ideas, on page 13 under the title 'All About Animals.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about animals through this engaging project.

Period 11

SHOULD DO
5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Before we start today's lesson, let us play a fun game called 'Who Am I?' I will give you a clue about an animal or an insect, and you need to guess which one it is. Ready?

Teacher: I have eight legs and spin webs to catch my food. Who am I? (Spider)

Teacher: I have a hump on my back and can live for days without water. Who am I? (Camel)

Teacher: I have big ears and a long trunk that helps me

drink water and pick up things. Who am I? (Elephant)

Teacher: I have black and yellow stripes, I can fly, and I make honey. Who am I? (Honeybee)

Teacher: I croak and love to jump. I can live both on land and in water. Who am I? (Frog)

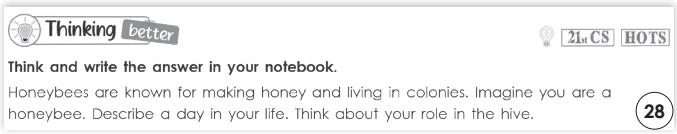
(Use this activity to warm up the students for the lesson. Call out the clues in random order to keep the students engaged and thinking)

Teacher: Great guesses, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

Teacher: Now, let us move on to the 'Thinking better' activity. I want you to imagine that you are a honeybee. Honeybees are very important because they make honey and live in colonies.

MUST DO

10 MIN.


Thinking better

21st CS HOTS

Think and write the answer in your notebook.

Honeybees are known for making honey and living in colonies. Imagine you are a honeybee. Describe a day in your life. Think about your role in the hive.

28

Teacher: I want you to think carefully about your day as a honeybee. What do you do? What is your role in the hive? Do you help make honey, gather nectar or maybe help protect the hive?

Teacher: Once you have thought about your role in the hive, I want you to write down a description of your day as a honeybee in your notebook. Take your time and write as much as you can about your life in the hive.

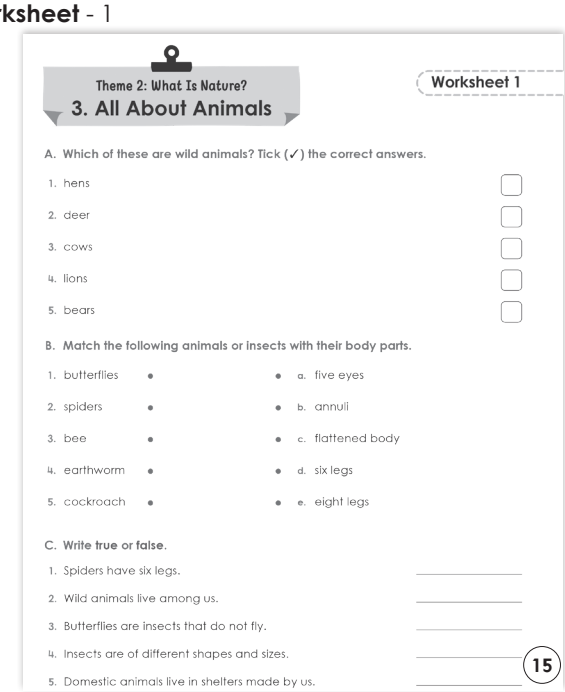
(Wait for students to write)

Teacher: Excellent work, everyone. Now that you have written about your day as a honeybee, it is time to share your answers with a friend beside you.

(Wait for students to exchange and discuss)

Teacher: Well done, everyone.

Worksheet - 1


Theme 2: What Is Nature?

3. All About Animals

Worksheet 1

A. Which of these are wild animals? Tick (✓) the correct answers.

1. hens
2. deer
3. cows
4. lions
5. bears

B. Match the following animals or insects with their body parts.

1. butterflies	•	•	a. five eyes
2. spiders	•	•	b. annuli
3. bee	•	•	c. flattened body
4. earthworm	•	•	d. six legs
5. cockroach	•	•	e. eight legs

C. Write true or false.

1. Spiders have six legs. _____
2. Wild animals live among us. _____
3. Butterflies are insects that do not fly. _____
4. Insects are of different shapes and sizes. _____
5. Domestic animals live in shelters made by us. _____

15

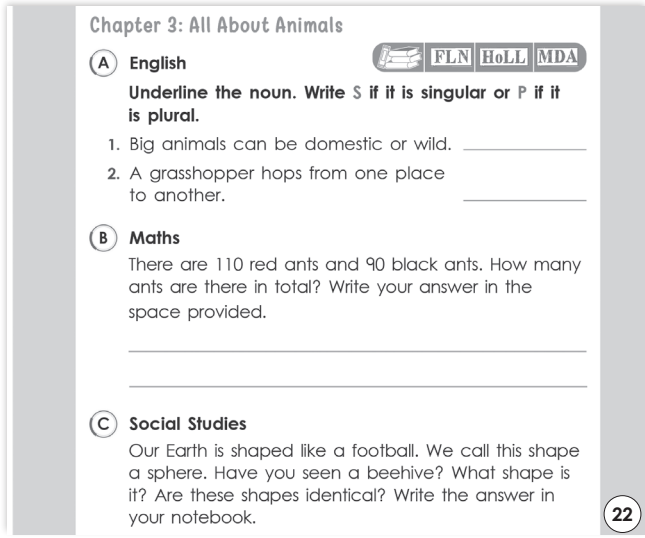
Teacher: Let us do some activities from the workbook. Everybody, please open page number 15 of your workbook and answer the questions given in worksheet - 1.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

MUST DO

15 MIN.

Book of Holistic Teaching


Chapter 3: All About Animals

FLN HoLL MDA

(A) **English**

Underline the noun. Write S if it is singular or P if it is plural.

1. Big animals can be domestic or wild. _____
2. A grasshopper hops from one place to another. _____

(B) **Maths**

There are 110 red ants and 90 black ants. How many ants are there in total? Write your answer in the space provided.

(C) **Social Studies**

Our Earth is shaped like a football. We call this shape a sphere. Have you seen a beehive? What shape is it? Are these shapes identical? Write the answer in your notebook.

22

Refer to the Book of Holistic Teaching, page 22 under the title 'All About Animals.' Complete the activities mentioned in this section and ensure that the students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.

COULD DO

10 MIN.

Differentiated Activities

110 km/hr


What is the role of the queen bee in the hive?

80 km/hr


Where do honeybees gather nectar?

40 km/hr


What do honeybees make?

Home Task

Creating better activity (Make a butterfly) given on page 28 of the Main Course Book.

(Instruct the students to complete the 'Make a butterfly' activity as their home task. Inform them to bring their completed butterfly to the next class.)

Period 12

SHOULD DO — 5 MIN.

Teacher: Good morning, students. How are you all today?

Teacher: Let us start with a fun game called 'Guess the Insect's Special Skill.' I will give you a clue about what an insect can do, and you have to guess which insect it is. Ready?

Teacher: I glow in the dark to attract my friends. What insect am I? (Firefly)

Teacher: I can carry food that is much heavier than my own body weight. What insect am I? (Ant)

Teacher: I suck nectar from flowers using my long tube-like tongue. What insect am I? (Butterfly)

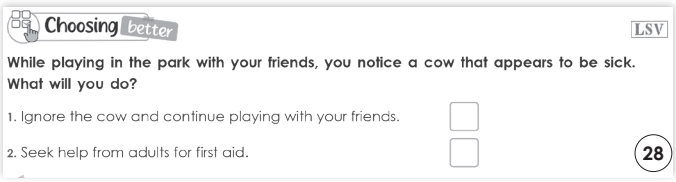
Teacher: I make a loud chirping sound by rubbing my wings together. What insect am I? (Cricket)

(Use this activity to warm up the students for the lesson. Call out the clues in random order to keep the students engaged and enthusiastic)

Teacher: Great thinking, everyone. Let us give ourselves a big applause for all the energy you brought to the class.

MUST DO — 05 MIN.

(Discuss the project assigned in the tenth period, focusing on helping students understand the objectives and addressing any challenges they faced.)



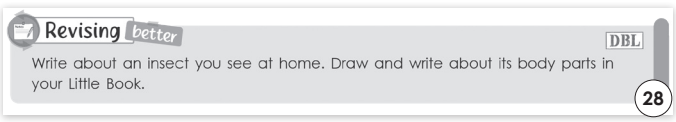
Teacher: Today, we are going to do the 'Choosing better' activity. Let us talk about making good choices in difficult situations. Imagine you are in the park with your friends and you see a cow that looks sick. What would you do?

MUST DO — 15 MIN.

1. Ignore the cow and continue playing with your friends.
2. Seek help from an adult for first aid.

Teacher: Now, I want you to talk with your partner and discuss what you would do in this situation. Think about why one option might be better than the other.

(Wait for students to discuss)



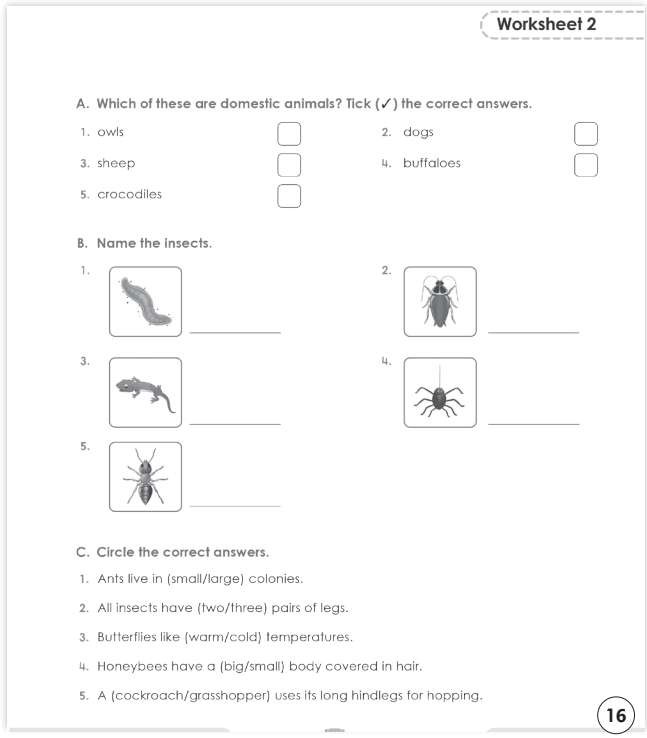
Teacher: Good thinking! Now let us move on to the 'Revising better' activity. We are going to do some revision on insects. Think about an insect you have seen at home. Draw the insect and write about its body parts in your Little Book.

(Wait for students to draw and write)

Teacher: Once you have finished, we will share some of our drawings and descriptions with the class.

(Share some of the best drawings and descriptions with the class.)

Worksheet - 2



Teacher: Let us do some activities from the workbook. Everybody, please open page number 16 of your workbook and answer the questions given in worksheet - 1.

MUST DO — 10 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

SHOULD DO — 5 MIN.

Teacher: Now, let us fill in the last column of the KWL chart.

Teacher: In the 'L' column, we will write what we have learned in this chapter.

Teacher: Think about the topics, we have learned and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

Home Task

Draw a picture of a honeybee and its hive and write a short paragraph about the role of a honeybee in making honey. You can describe where the honeybee gathers nectar and how it helps the hive.

Learning Outcomes

The students will:

Physical Development	• develop hand-eye coordination while engaging in the activities of identifying animal sounds and drawing body parts of insects.
Socio-Emotional and Ethical Development	• learn to make ethical choices, such as deciding whether to help a sick animal in the park by seeking adult assistance.
Cognitive Development	• identify various animals (domestic and wild), classify them and describe their habitats.
Language and Literacy Development	• develop writing skills by describing the body parts of insects, creating stories about honeybees and answering comprehension questions.
Aesthetic and Cultural Development	• appreciate the cultural significance of certain animals and insects, such as the importance of honeybees in ecosystems and their impact on food production.
Positive Learning Habits	• demonstrate responsibility by caring for their work, following instructions to complete activities and reflecting on their learning through the writing tasks.

Starry Knights

Do you think learners enjoy the activities taken up in the class?

What do you think helps learners grasp the content easily-activities or teaching aids?

Give yourself a STAR for being such a fabulous teacher!!